



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**June 19, 2026 - 10:00 AM**  
**A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 8      **2.1.** UEC draft minutes: April 24, 2026

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Adult Education**

9 - 16      **3.1.1.** **ADED 422:** Review with changes including prerequisites  
**ADED 435:** Review with changes

MOTION: To approve the ADED course outlines as presented.

**3.2 Criminology and Criminal Justice**

17 -      **3.2.1.** **CRIM 400:** Review with changes including prerequisites  
32      **CRIM 414:** Review with changes  
**CRIM 418:** Review with changes  
**CRIM 419:** Review with changes

MOTION: To approve the CRIM course outlines as presented.

**3.3 Education**

33 -      **3.3.1.** **EDUC 451:** New course, *Leading and Mentoring in Multilingual K-12*  
39      *Schools*

MOTION: To approve the new EDUC course outline as presented.

**3.4 Social, Cultural, and Media Studies**

40 -      **3.4.1.** **MACS 208:** New course, *Looking at Visual Culture*

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58

**MACS 232:** New course, *Gender and Media*  
**MACS 307:** New course, *Decolonizing Media and Communication*

MOTION: To approve the new MACS courses as presented.

59 -  
66

**3.4.2. MACS 235:** Review with changes including discontinuation of JRNL cross-listing  
**MACS 369:** Review with changes including discontinuation of JRNL cross-listing

MOTION: To approve the MACS course outlines as presented.

### **3.5 Social Work and Human Services**

67 -  
81

**3.5.1. HSER 120:** Review with changes including prerequisites  
**HSER 140:** Review with changes including prerequisites  
**HSER 200:** Review with changes including prerequisites

MOTION: To approve the HSER course outlines as presented.

82 -  
96

**3.5.2. SOWK 225:** Review with changes including title, prerequisites, and pre/corequisites  
**SOWK 283:** Review with changes including prerequisites  
**SOWK 297:** Review with changes including prerequisites and pre/corequisites

MOTION: To approve the SOWK course outlines as presented.

### **3.6 Applied and Technical Studies**

97 -  
105

**3.6.1. Powerline Technician Pre-Apprenticeship certificate:** New credential

MOTION: To recommend creation of the Powerline Technician Pre-apprenticeship certificate as presented.

### **3.7 Centre for Experiential and Career Education**

106 -  
109

**3.7.1. Co-operative Education:** Changes to entrance and program requirements

MOTION: To recommend approval of the changes to the Co-operative Education entrance and program requirements as presented.

### **3.8 Creative Arts**

110 -  
113

**3.8.1. Bachelor of Media Arts:** Correction to entrance requirements

MOTION: To recommend approval of the corrected Bachelor of Media Arts entrance requirements as presented.

## **4. OTHER BUSINESS/DISCUSSION ITEMS**

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**4.1. UEC Terms of Reference review**

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115

- 4.2. UEC Liaison reports
- 4.3. Policy Subcommittee report
- 4.4. APPC report
- 4.5. Senate report
- 4.6. Senate Teaching and Learning Committee report
- 4.7. 2026/27 UEC Chair

**5. INFORMATION ITEMS**

116 -  
119

- 5.1. UEC Annual Report to Senate, 2025/26
- 5.2. [2026/27 UEC meeting schedule](#)

**6. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

April 24, 2026  
10:00 AM - D225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Donna Alary, Chris Campbell, Donna Derksen, Desmond Devnich, Joy Enyinnaya, Samantha Hannah, Bobby Jaswal, David Johnston, Selena Karli, Dana Landry, Carolyn MacLaren, Amanda McCormick, David McGuire, Lisa McMartin, Trevor Murray, Renee Prasad, Cindy Schultz, and Holly Zonneveld, Jackson Phillips

**ABSENT:** Thais Amorim, Vlad Dvoracek, Shirley Hardman, Claire Hay, Amber Johnston, Allyson Jule, Sylvie Murray, and Susan Stoneson

**GUESTS:** Ian Affleck, Avril Alfred, Sara Babae, Kaelan Brigden, Izabela Buchmeier, Curtis Magnuson, Delinah Marples, Heather McAlpine, Brett Pardy, Afia Raja, Gregory Schmaltz, Eric Spalding, Jason Thomas,

**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

1.1. Addition of item 3.10, B.C. High School Math Curriculum

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: March 27, 2026

**MOTION:**

To approve the draft minutes as amended:

- Corrections were made to the committee members that were present at the meeting.

CARRIED

**3. COURSES AND PROGRAMS**

**3.1. Agriculture Technology**

**AGRI 123:** Changes including learning outcomes

**AGRI 124:** Changes including learning outcomes

**AGRI 247:** Changes including prerequisites and pre/corequisites

**AGRI 256:** Changes including title

**MOTION:**

To approve the AGRI course outlines as presented.

CARRIED

**3.2. Biology**

**BIO 105:** Review with changes including credits and total hours

**MOTION:**

To approve the BIO 105 course outline as amended:

- Learning outcome #4: "Discuss human physiological processes implications..." changed to "Explain the implications of human physiological processes..."

CARRIED

### **3.3. Chemistry**

**BIOC 404:** Review with changes including cross-listing as CHEM 404

**BIOC 442/CHEM 442:** New course, Analytical Proteomics

**MOTION:**

To approve the BIOC/CHEM course outlines as amended:

- BIOC 442/CHEM 442 learning outcome #3: "and how it is normally done" removed

CARRIED

### **3.4. Planning, Geography, and the Environment**

**GEOG 116:** Review with changes

**MOTION:**

To approve the GEOG 116 course outline as presented.

CARRIED

### **3.5. Culture, Media, and Society**

**MACS 110:** Review with changes including title

**MACS 334/SOC 334:** Review with changes

**MOTION:**

To approve the MACS course outlines as presented.

CARRIED

### **3.6. Continuing Education**

**Medical Laboratory Assistant certificate:** Change to entrance requirements

The department was asked to provide Advising with details regarding the keyboarding requirement and how it can be met.

Indigenization of entrance requirements was also briefly discussed. While not currently an institutional requirement, this has been identified as an area requiring further consideration and consultation, and programs may independently incorporate Indigenous components into their admission requirements.

**MOTION:**

To recommend approval of the changes to the Medical Laboratory Assistant certificate as presented, effective September 2026.

CARRIED

**3.7. English**

**English major:** Discontinuation of English Literature concentration

**MOTION:**

To recommend discontinuation of the English major English Literature concentration as presented, effective September 2026.

CARRIED

**3.8. Social Work and Human Services**

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

**MOTION:**

To approve the changes to the Bachelor of Social Work as presented, effective September 2026.

CARRIED

**3.9. Business**

**BUS 314:** Review with changes including prerequisites

**BUS 353:** Review with changes including prerequisites

**BUS 404:** Review with changes including prerequisites

**BUS 416:** Review with changes including prerequisites

The School of Business provided some minor changes to the evaluation sections and the BUS 416 learning outcomes.

**MOTION:**

To approve the BUS course outlines as amended:

- BUS 314 and 416 evaluations changed to include 20% project and 35% assignments; "participation" changed to "class contribution"
- BUS 404 evaluation: "participation" changed to "class contribution"
- BUS 416 learning outcomes #2, 3, 5, and 6: verbs updated

CARRIED

**3.10. B.C. High School Math Curriculum**

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. STLC definition of Holistic Assessment**

The Senate Teaching and Learning Committee's Holistic Assessment Working Group presented its definition on Holistic Assessment for institutional adoption. The definition is intended to support clarity and alignment across programs during curriculum design, assessment planning, program review, and institutional quality processes.

**MOTION:**

That UEC adopt the proposed definition of holistic assessment for use in curriculum review processes and in giving feedback to curriculum committees.  
CARRIED

**4.2. UEC Liaison reports**

There were no reports.

**4.3. Policy Subcommittee report**

The Credentials (64) and Subsequent and Concurrent Degree (98) policies should be ready for institutional consultation soon. Work is also continuing on the Course Credits policy (105).

**4.4. APPC report**

APPC did not meet this month.

**4.5. Senate report**

All items recommended by UEC were approved.

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

STLC discussed peer and desktop review forms for tenure, and will be looking at these again in June.

**4.7. UEC Terms of Reference review**

There has been some discussion about the historical rationale for assigning voting status to some ex officio positions but not others. Review of the ToR will be a discussion item at the next meeting.

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

- EDUC 480
- MLA 09

**5.1. Program suspensions and discontinuations**

**Suspensions**

- Art History minor and extended minor (2 year suspension)
- Automation and Robotics Technician diploma (1 year suspension)
- Bachelor of Arts in Child and Youth Care (1 year suspension)
- Electronics Technician certificate (1 year suspension)
- Engineering Physics diploma in Mechatronics (1 year suspension)
- Library Technician post-diploma certificate (1 year suspension)

**Discontinuations**

**UEC Draft Minutes**  
**24 Apr 2026**

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- Anthropology extended minor
- Applied Ethical and Political Philosophy minor
- Liberal Arts diploma (effective January 2027)
- Mindfulness-Based Teaching and Learning graduate certificate

**6. ADJOURNMENT**

The meeting was adjourned at 11:39 am.

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Amea Wilbur, Department Head, Adult Education

Date: February 18, 2026

**Subject: Proposal for revision of ADED 422 Wellbeing and Lifelong Learning**

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

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

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

2. Rationale for change: Regular 6-year update enabling the course outline (official) to reflect more accurately what is taught and learned.

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 for ADED 422 have been updated to emphasize intersectional, decolonial, and ecological perspectives. These changes align directly with the UFV Institutional Learning Outcomes (ILOs) in the following ways:

- *Specialized knowledge & critical analysis*: Students investigate multiple dimensions of wellbeing (financial, social, ecological) and apply an intersectional lens to analyze systemic inequities.
- *Ethical reasoning*: The curriculum requires students to apply ethical and decolonial principles specifically within professional and community contexts, such as workplaces and social movements.
- *Effective communication*: Through the "Student Learning Circle Facilitation," students practice collaborative and culturally responsive communication techniques.

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 \(UNDRIP\)](#).

ADED 422 contributes to Indigenization by centering Indigenous knowledges as foundational to the curriculum, rather than as an elective topic. This supports the UFV Integrated Strategic Plan and TRC Calls to Action through:

- The course includes dedicated modules on "Indigenous perspectives on wellbeing" and "decolonization and wellbeing in community". The use of Learning Circles for facilitation and assignments mirrors Indigenous pedagogical practices of communal sharing and non-hierarchical learning. Students engage with core Indigenous texts, such as Leanne Betasamosake Simpson's Theory of Water, and research regarding land-based learning and sacred sites. The "Wellbeing Action Plan" allows students to apply decolonial principles to real-world settings, directly addressing the need for culturally safe practices in adult education.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course reflects EDI principles by moving beyond a generic definition of wellness to one that recognizes diverse lived experiences and systemic barriers.
- Central themes include "Intersectionality and systemic barriers to wellbeing," ensuring that students understand how race, class, and ability impact access to health and learning.
  - The course incorporates trauma-informed and culturally responsive practices, acknowledging the diverse cultural backgrounds of adult learners.
  - The flexible design of the "Group or individual project" allows students to focus on an aspect of wellbeing most relevant to their specific community or identity, fostering a sense of belonging and representation.
  - The course critically examines "inequities using an intersectional lens," ensuring that marginalized voices are prioritized in the investigation of community wellbeing.
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): **\$0 - \$50 Textbook is optional.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2018  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> ADED 422                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Wellbeing and Lifelong Learning<br><b>Course Short Title:</b> Wellbeing & Lifelong Learning                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines wellbeing through holistic, intersectional, and Indigenous perspectives within the field of adult education. Students analyze systemic barriers, environmental influences, and decolonial principles. Using culturally responsive, embodied, and trauma-informed lenses, learners evaluate wellbeing across diverse social and workplace settings.                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | 30-university-level credits or department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>ADED 480 (CRN #201601.10028)</b><br>Cross-listed with:<br>Equivalent course(s): <b>ADED 480 (CRN #201601)</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> ) |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>16</td> </tr> <tr> <td>Tutorials/workshops</td> <td>29</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 16                | Tutorials/workshops | 29 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 16        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 29        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                     |                   |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | February 18, 2026 |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | April 12, 2026    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | June 19, 2026     |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Analyze wellbeing through various lenses, including health, community, financial, and personal dimensions of lifelong learning.
2. Identify systemic barriers to wellbeing by exploring how overlapping identities (intersectionality) affect individual and group experiences.
3. Apply Indigenous perspectives and decolonial principles to support wellbeing in community and workplace settings.
4. Develop inclusive strategies for wellbeing using trauma-informed and culturally responsive approaches.
5. Integrate mindfulness and somatic practices to demonstrate how embodied presence enhances adult learning.
6. Evaluate land-based learning as a foundation for wellbeing, recognizing the reciprocal relationship between the natural environment and human health.
7. Design a practical wellbeing plan for a specific adult education environment, such as a classroom, non-profit, or workplace.

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

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

**Details:**

Assignments include holistic wellbeing personal audit (20%), intersectionality and systems case study (20%), land-based somatic observation (20%), wellbeing intervention design plan (20%), and summative self-assessment and learning narrative (20%).

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

**Typical Instructional Methods**

Typical instructional methods include a blend of face-to-face (F2F) classes, synchronous participation through Zoom videoconferencing, and online learning through Brightspace, with some weeks or classes delivered fully online. The focus is on project-based learning involving collaborative and individual reflective and self-reflective tasks.

F2F classes are highly interactive and in workshop formats. Students will brainstorm and collaborate to formulate criteria and standards based on evidence and reading, learn and lead a range of practices associated with mindfulness and reflective approaches to wellbeing, and present their inquiries to peers.

**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                                                     | Title and publication/access details                                                                                                                                                                                                                                                                       | Year |
|------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book    | Simpson, L. B.                                             | Theory of Water: Nishnaabe maps to the times ahead. Penguin Random House Canada                                                                                                                                                                                                                            | 2025 |
| 2. Journal | Field, J.                                                  | Adult learning, health and well-being – changing lives. ADULT LEARNER 2011, The Irish Journal of Adult and Community Education.                                                                                                                                                                            | 2011 |
| 3. Journal | Lange, E. A.                                               | Composting modernity. Pedagogical practices for emplacing ourselves within the living world. European Journal for Research on the Education and Learning of Adults, 15(3), 239-259.                                                                                                                        | 2024 |
| 4. Journal | Waller, R., Hodge, S., Holford, J., Milana, M., & Webb, S. | Adult education, mental health and mental wellbeing. International Journal of Lifelong Education, 37(4), 397–400. <a href="https://doi.org/10.1080/02601370.2019.1533064">https://doi.org/10.1080/02601370.2019.1533064</a>                                                                                | 2018 |
| 5. Journal | Sinclair, M., Allen, L. P., & Hatala, A. R.                | Promoting health and wellness through Indigenous sacred sites, ceremony grounds, and land-based learning: A scoping review. AlterNative: An International Journal of Indigenous Peoples, 20(3), 560-568. <a href="https://doi.org/10.1177/11771801241251411">https://doi.org/10.1177/11771801241251411</a> | 2024 |

**Required Additional Supplies and Materials**

**Course Content and Topics**

- Definitions of holistic health and the educator’s role in supporting learner wellness
- Identifying systemic inequities and barriers to wellness in adult education
- Traditional knowledge, ethical implementation
- Land-based learning as a foundation for community health
- Engaging with local ecosystems to understand the reciprocal relationship between environmental health and human wellbeing
- Environmental influences, physical space design, and the somatic (body-based) experience of learning
- Creating predictability, choice and a sense of belonging for diverse adult populations
- Integrating movement, sensory awareness, mindfulness, and the "mind-body" connection into teaching strategies
- Moving from theory to practical, ethical, and land-informed implementation in the field

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Amea Wilbur, Department Head, Adult Education

Date: February 05, 2026

Subject: ADED 435 Facilitating Adult Learning

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

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

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

2. Rationale for change: Regular 6-year update enabling the course outline (official) to reflect more accurately what is taught and learned.

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 \(ILOs\)](#):

- Critical Thinking: Students critically examine assumptions and beliefs regarding adult learning facilitation.
- Application of Theory: Learners integrate evidence-based theories with lived experiences and positionality.
- Professional Identity: The course requires students to evaluate instructional decisions through feedback and reflect on their future professional practice.

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

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

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

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

The course contributes to Indigenizing the academy through its core focus and theoretical lenses:

- The curriculum explicitly explores facilitative approaches to adult learning through decolonial perspectives.
- Students analyze how power, context, and positionality shape the learning environment, which is essential for understanding Indigenous experiences in education.
- Course topics include the role of the facilitator regarding authority and relational ethics, aligning with Indigenous ways of knowing and relating.

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

ADED 435 reflects EDI principles through its design and content:

- The course moves beyond generic definitions to recognize how positionality and power impact adult learning experiences.
- By applying learner-centered principles, the course prioritizes the unique needs and agency of diverse student populations.
- Assignments like Learning Logs and Reflections on Identity (accounting for 40% of the grade) encourage students to examine their own biases and social locations.

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

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$0 - \$50 Textbook is optional.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2021  
**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> ADED 435                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Facilitating Adult Learning<br><b>Course Short Title:</b> Facilitating Adult Learning                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Explores learner-centred and facilitative approaches to adult learning through critical and decolonial perspectives. Students examine approaches and assumptions about facilitation, and analyze how context, power, content, and positionality shape adult learning. Students apply adult learning theory to instructional decision-making and reflect on their developing professional identity.  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | ADED 325.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>ADED 330Q</b><br>Cross-listed with:<br>Equivalent course(s): <b>ADED 330Q</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                     | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                 | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |

**Learning Outcomes**

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

1. Critically examine assumptions and beliefs about facilitating adult learning.
2. Explore moments of uncertainty, tension, or constraint in practice (e.g., critical incidents) to identify how context, power, and assumptions shape adult learning experiences.
3. Integrate evidence-based learning with personal and professional experiences informed by positionality and power.
4. Apply adult learning theories and learner-centered principles to practical situations.
5. Evaluate instructional decisions by considering self- assessment as well as peer and instructor feedback.
6. Reflect on professional identity and future practice.

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

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

**Details:**

Assignments include learning logs (20%), reflection on identity and learning (20%), facilitation (20%), context analysis (20%), and workshop planning (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.*)

Facilitated face-to-face large and small group discussions, online large and small group discussions, mini-lectures, review and critique of relevant videos, jigsaw/expert groups, student facilitation of lessons, and reflective activities.

**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 | Weimer, M.                                     | Learner-centered teaching: Five key changes to practice (2nd ed.), San Francisco, Jossey Bass                                                                      | 2013 |
| 2. Book | Major, C. H., Harris, M. S., & Zakrajsek, T. D | <i>Teaching for Learning</i> : 101 intentionally designed educational activities to put students on the path to success (2 <sup>nd</sup> ed.), New York, Routledge | 2021 |
| 3.      |                                                |                                                                                                                                                                    |      |
| 4.      |                                                |                                                                                                                                                                    |      |
| 5.      |                                                |                                                                                                                                                                    |      |

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

None

**Course Content and Topics**

- Examining assumptions and beliefs about facilitating adult learning
- Context, power, and positionality in adult education practice
- Critical incidents: uncertainty, tension, and constraint in practice
- The role of the facilitator: authority, responsibility, and relational ethics
- The function of content and knowledge in adult learning contexts
- Learner agency, self-directed learning, and shared responsibility
- Integrating evidence-based adult learning theory with lived experience
- Designing and applying learner-centred strategies in practice
- Assessment, feedback, and evaluation in facilitative teaching
- Evaluating instructional decisions through self-, peer-, and instructor feedback
- Facilitation practice, applied reflection, and professional dialogue
- Professional identity, future practice, and ongoing development

**Memo for Course Changes**

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

From: Kevin Burk, Assistant Professor, School of Criminology and Criminal Justice

Irwin Cohen, Associate Professor, School of Criminology and Criminal Justice

Stanislav Vysotsky, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: March 10, 2026

**Subject: Proposal for revision of CRIM 400 (Terrorism)**

*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, the learning outcomes and texts and resource materials have been updated to better reflect the current literature on the topic and the knowledge and skills that students are expected to achieve upon course completion. The pre-requisites of 9 credits of 100- or 200-level CRIM have been removed as these are not necessary for successful completion of the course. The focus of the course is not connected specifically to the criminal justice system, and therefore, students without this foundational knowledge are as prepared to succeed in the course as students with this foundational knowledge.

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. The language has been revised to better reflect current and relevant research on the topic. One additional learning outcome has been added to address the topic in relation to marginalized groups. These updated learning outcomes continue to meet the following program learning outcomes: understand the major concepts, theoretical

perspectives, and public policy responses in criminology, law, and/or criminal justice; assess and analyze competing theoretical perspectives; assess the credibility of and apply academic and scholarly information from diverse sources; and apply criminological, legal, and/or criminal justice knowledge and skills to develop evidence-based, ethical, and effective strategies to address criminal justice system challenges locally and/or internationally. The revised learning outcomes also continue to meet the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; and contribute locally and globally.

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 \(UNDRIP\)](#).

As part of course content, there are discussions about how colonization in Canada and globally is related to different forms of terrorism, such as ethnic nationalist terrorism. There is also discussion about how the actions of the Canadian government against Indigenous Peoples aligns with the definition of state terrorism.

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 course content that discusses the appropriateness of the term terrorist and the effects of this label on marginalized groups, course delivery, assignment design, and assessment methods are designed to accommodate diverse student needs. Content is presented to students in various ways (e.g., digital content, videos, readings, lectures, small group discussions). Students are given choice in their research papers and presentations to allow them to explore an area of interest that is meaningful to them. As part of the discussions of terrorism, different religions, ideologies, and politics are explored and through this process, students learn to identify how their biases may play a role in understanding different issues. Related to this, given that religion and politics are sensitive topics and have a complex relationship to terrorism, considerable time is devoted to setting up the classroom environment to discuss these topics in respectful, supportive, and safe ways.

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): Typical textbook costs range from \$95 to \$125.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> CRIM 400                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Terrorism<br><b>Course Short Title:</b> Terrorism                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Examines the nature, extent, and causes of terrorism as an officially designated crime. Emphasis is placed on extremism as a foundation for terrorism, specific types of terrorism, and how governments and law enforcement agencies seek to counter terrorism.                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CRIM 410E</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>27</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                          |           | <b>Department approval</b> <b>Date of meeting:</b> February 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 8, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**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 complexities with defining, studying, and measuring terrorist behaviour.
2. Assess critically the major types and policy domains of political terrorism.
3. Apply key theories used to explain the origins and defining characteristics of terrorist behaviour.
4. Evaluate the goals and modus operandi of state and anti-state terrorists.
5. Assess how public administrative agencies, particularly law enforcement and national security entities, define and respond to terrorism, including whether counter-terrorism efforts are legal and effective.
6. Critique the use of the term terrorist for its effects on Indigenous Peoples, racialized populations, and marginalized groups.
7. Articulate the varied and complex historical and geopolitical contexts in which violent extremism emerges and the intricacies of preventing and countering political terrorism.

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

|                        |     |             |     |              |     |
|------------------------|-----|-------------|-----|--------------|-----|
| Quizzes/tests/midterm: | 25% | Final exam: | 25% | Assignments: | 50% |
|                        | %   |             | %   |              | %   |

**Details:**

Assignments may include term papers, case study analyses, group presentations, and in-class participation.

**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, class discussion, group work, and guest speakers.

**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 | Martin, G.            | Essentials of Terrorism: Concepts and Controversies, 6th edition (Sage Publications)                                                                                                                 | 2021 |
| 2. Textbook | Martin, G.            | Understanding Terrorism: Challenges, Perspectives, and Issues (Sage Publications)                                                                                                                    | 2025 |
| 3. Book     | Blakeley, R.          | State Terrorism in the Social Sciences: Theories, Methods and Concepts. In R. Jackson, E. Murphy, & S. Poynting (Eds.), Contemporary State Terrorism: Theory and Practice. Taylor and Francis Group. | 2009 |
| 4.          |                       |                                                                                                                                                                                                      |      |
| 5.          |                       |                                                                                                                                                                                                      |      |

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

**Course Content and Topics**

- Definitions of terrorism
- The causes of terrorism
- The goals, tactics, and targets of terrorism
- State and anti-state terrorism
- Government/state terrorist actions against groups and issues (e.g., use of residential schools against Indigenous Peoples, environmental single-issue terrorism)
- Recruitment and radicalization to terrorism
- Ethnic nationalist terrorism
- Secular ideological terrorism
- Religious ideological terrorism
- Single-issue and domestic terrorism
- Domestic and international responses to terrorism
- Future trends and projections

**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: March 11, 2026

**Subject: Proposal for revision of CRIM 414 (Intervention Techniques in Corrections)**

*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, the calendar description, learning outcomes, and texts and resource materials have been updated to be more concise and better reflect the current research on the course topic. In addition, an additional learning outcome has been added to expand issues related to Indigenization and equity, diversity, and inclusion.

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. The learning outcomes have been updated to better reflect the existing research and emerging trends in this area. In addition, a new learning outcome has been included to expand how Indigenization and equity, diversity, and inclusion are addressed. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions; possess the knowledge and skills to act ethically and equitably; and apply criminological, legal, and/or criminal justice knowledge and skills to develop evidence-based, ethical, and effective strategies to address criminal justice system challenges locally and/or internationally. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and

competencies proficiently; examine critically and holistically; contribute locally and globally; and engage in reflection for action.

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 specific learning outcome and additional readings, course content over multiple weeks requires students to critically evaluate what supports are available in correctional institutions when working with Indigenous offenders.

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

The learning outcomes and course content include a focus on evaluating the needs of offender subgroups and to critically assess how different intervention techniques affect racialized and vulnerable populations. In addition, case studies that are used in class or as part of assignments reflect diverse examples to highlight how various factors, such as age, gender, and race, interact and influence risk, treatment, and rehabilitation.

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 \$125-\$160.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> CRIM 414                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Intervention Techniques in Corrections<br><b>Course Short Title:</b> Correctional Interventions                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Examines the techniques that corrections personnel and associated professionals use to change criminal behaviour and reduce recidivism (e.g., counselling, therapy, behaviour modification). Analyzes the effectiveness of various intervention techniques for different types of incarcerated populations.                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits including CRIM 252 and six additional credits of 100- or 200-level CRIM.                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>27</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 11, 2026</span>                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**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 the importance and relevance of designing intervention techniques for use with incarcerated populations.
2. Explain the theoretical foundations of intervention techniques.
3. Explain the purpose and methods of assessment in incarcerated populations.
4. Compare different intervention techniques used in correctional settings.
5. Articulate new and innovative approaches to rehabilitating incarcerated populations.
6. Evaluate the unique needs of subgroups of incarcerated populations, including women and Indigenous groups.
7. Critically review the effectiveness of intervention techniques for different groups of incarcerated populations.
8. Critically assess the impact of different intervention techniques on Indigenous, racialized, and vulnerable populations.

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

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

**Details:**

Assignments may include in-class participation activities, case studies, critical analysis writing assignments, research papers, and presentations.

**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.)*

Class lectures, discussions, case study analyses, and guest speakers.

**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        | Craig, L.A., Dixon, L., & Gannon, T.A.              | What works in offender rehabilitation: An evidence-based approach to assessment and treatment (Wiley-Blackwell)                        | 2013 |
| 2. Online resource | Correctional Service Canada                         | Structured Intervention Units                                                                                                          | 2019 |
| 3. Journal         | Andrews, D.A., & Bonta, J.                          | Rehabilitating Criminal Justice Policy and Practice, Psychology, Public Policy, and Law, 16(1), 39-55                                  | 2010 |
| 4. Online resource | Zinger, I.                                          | Ten Years Since Spirit Matters: A Roadmap for the Reform of Indigenous Corrections in Canada (Office of the Correctional Investigator) | 2023 |
| 5. Journal         | Bhuller, M., Dahl, G.B., Loken, K.V., & Mogstad, M. | Incarceration, Recidivism, and Employment, Journal of Political Economy, 128(4), 1269-1324                                             | 2020 |

**Course Content and Topics**

- Historical overview of corrections
- Legislation, policies, and practices that govern correctional institutions
- Provincial versus federal corrections
- Principles of risk, need, and responsivity
- Theoretical foundations and offender assessment
- The helper role and cognitive behavioural therapy-based approaches
- Motivational interviewing
- Stages of change in treatment and rehabilitation
- Re-entry, reintegration, and desistance
- Program and interventions
- Interventions for sexual offenders
- Trauma-informed practice
- Cultural factors in corrections
- Working with Indigenous groups
- Working with females who are incarcerated
- Working with justice-involved youth
- Multi-agency and integrative approaches
- Innovative programs (e.g., problem solving courts, animal therapy-based programs)
- Occupational effects of working in correctional settings (e.g., vicarious trauma, compassion fatigue)

**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: March 9, 2026

**Subject: Proposal for revision of CRIM 418 (Techniques of Crime Prevention)**

*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, the calendar description, learning outcomes, and texts and resource materials have been updated to better reflect the current research on the topic and the knowledge and skills that students are expected to achieve upon course completion.

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 been updated to better reflect the existing research and emerging trends in this area. In addition, a new learning outcome has been added to address indigenization and equity, diversity, and inclusion. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; understand the history, current trends, and reforms in criminology, law, and/or criminal justice; assess the credibility of and apply academic and scholarly information from diverse sources; apply criminological and criminal justice knowledge and skills to develop evidence-based strategies to address challenges; understand and apply diverse knowledge and research methods in social sciences to conduct and evaluate research, and communicate findings; communicate proficiently; possess the knowledge and skills necessary for employment in and out of the criminal justice system; collaborate with others on a project that integrates the contributions of all members; possess the knowledge and skills to act ethically and

equitably; and apply criminological, legal, and/or criminal justice knowledge and skills to develop evidence-based, ethical, and effective strategies to address criminal justice system challenges locally and/or internationally. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; communicate effectively; contribute locally and globally; advocate for equity, diversity, and inclusion; and engage in reflection for action.

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 a specific learning outcome, course content over multiple weeks requires students to critically evaluate the strengths and weaknesses of crime prevention theories, policies, and practices for Indigenous Peoples.

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 a specific learning outcome, course content over multiple weeks requires students to critically evaluate the strengths and weaknesses of crime prevention theories, policies, and practices for racialized groups and vulnerable populations. Students also complete various assignments to support their learning, including case studies, projects, and presentations.

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-\$200.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2032  
 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 418                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Techniques of Crime Prevention                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Techniques of Crime Prevention                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Critically examines the theoretical foundations of contemporary crime prevention approaches and the evaluative research to assess the effectiveness of these initiatives.                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | 60 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM.                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>27</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 17, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Articulate the complex meaning of the term crime prevention.
2. Analyze the relationships between political ideologies, public beliefs about crime, and crime prevention policies and practices.
3. Evaluate the empirical evidence in support of crime prevention policies and practices.
4. Critique major crime prevention approaches attempted in Canada and other countries in terms of their underlying theory, assumptions, and potential for or actual success.
5. Compare the strengths and weaknesses of crime prevention theories, policies, and practices for Indigenous Peoples, racialized groups, and vulnerable populations.
6. Apply the concepts and principles of crime prevention through environmental design (CPTED).
7. Articulate how to evaluate crime prevention policies and practices.

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

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

**Details:**

Assignments may include online discussion posts and reviews, case studies, term papers, evaluation projects, and presentations.

**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 guest speakers.

**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 | Henson, B., Reyns, B.W., Snyder, J.A., & Scherer, H. | Understanding Crime Prevention: From Theory to Practical Application (Routledge) | 2025 |
| 2.          |                                                      |                                                                                  |      |
| 3.          |                                                      |                                                                                  |      |
| 4.          |                                                      |                                                                                  |      |
| 5.          |                                                      |                                                                                  |      |

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

**Course Content and Topics**

- What is crime prevention? Components and challenges of crime prevention within the criminal justice system
- Theories of crime prevention
- Situational Crime Prevention (SCP): definitions, theories, assumptions, programs, and critiques of SCP
- Crime Prevention through Environmental Design (CPTED)
- Crime concentrations and hotspots
- Crime concentrations among places and things
- Crime Prevention through Social Development (CPSD): underlying theories, risk factors, and application
- Crime prevention for Indigenous, racialized, and vulnerable populations
- Community Crime Prevention (CPP): theories, practices, and programs
- Role of government/state in crime prevention
- Victimization prevention
- Understanding crime problems
- Evaluating crime prevention

**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: March 10, 2026

**Subject: Proposal for revision of CRIM 419 (Victimology)**

*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, the calendar description, learning outcomes, recommended evaluation methods and weighting, and texts and resource materials have been updated to better reflect the current research on the topic and the knowledge and skills that students are expected to achieve upon course completion.

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. The revisions are centred on the use of more accurate terms to better reflect what students will achieve. In addition, the learning outcome focused on different groups now clearly references Indigenous groups, racialized populations, and marginalized and vulnerable individuals. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; understand the history, current trends, and reforms in criminology, law, and/or criminal justice; communicate proficiently; and possess the knowledge and skills to act ethically and equitably. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; communicate effectively; contribute locally and globally; and advocate for equity, diversity, and inclusion.

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 a specific learning outcome, course content requires students to critically evaluate the unique contributing factors to victimization for Indigenous Peoples. Students also reflect on and critically evaluate how legislation, policies, and practices do and do not support the unique needs of Indigenous Peoples.

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

In addition to a specific learning outcome, the course encourages students to see the criminal justice system from the perspective of victims and to critically analyze the ways in which the criminal justice system does and does not accommodate the needs of victims. Through the various assignments, students are also asked to reflect on how policies and practices can be changed to better reflect the intersections of gender, race, and age.

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 are approximately \$75.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1995  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2032  
 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 419                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Victimology<br><b>Course Short Title:</b> Victimology                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Introduces victimology's theories and key concepts, including the study of various forms of victimization, the risk of victimization, the experience of victims of crime, the rights of victims, and the impact of various forms of victimization and associated trauma.                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits including 9 credits of 100- or 200-level CRIM.                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>27</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 17, 2026</span>                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**Learning Outcomes**

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

1. Critically analyze the contribution of victimology to our current understanding of victims of crime, their experience of victimization, and the nature of their contacts with the criminal justice system.
2. Apply victimological theory to the study of complex forms of victimization.
3. Evaluate trends in victimization patterns in Canada and internationally.
4. Articulate how Indigenous, other racialized, marginalized, and vulnerable groups are exposed to varying degrees of victimization risks.
5. Explain how individuals and groups make successful social and legal claims to victimhood.
6. Discuss the inequality in recognition of victim status.
7. Critique how the rights of victims of crime are defined and protected, nationally and internationally.
8. Compare the relative effectiveness of policies and programs implemented in Canada and abroad for supporting victims.

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

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

**Details:**

Assignments may include participation activities, online discussion posts and responses, case studies, term papers, critical thought papers, and presentations.

**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, guest lectures, group discussion, self-reflections, practical in-class exercises

**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        | Wemmers, J-A M                              | Victimology: A Canadian Perspective (University of Toronto Press)                    | 2025 |
| 2. Online resource | Perreault, S.                               | Victimization of First Nations People, Metis and Inuit in Canada (Statistics Canada) | 2022 |
| 3. Textbook        | Scott, H.                                   | Victimology: Canadians in Context (Oxford University Press)                          | 2025 |
| 4. Online resource | Department of Justice, Government of Canada | Canadian Victims Bill of Rights, S.C. 2015, c.13, s.2                                | 2015 |
| 5. Online resource | Cotter, A.                                  | Criminal Victimization in Canada, 2019 (Statistics Canada)                           | 2021 |

**Course Content and Topics**

- Introduction to victimology, history of victimology, and victimology's links to criminology
- Evolution of the notion of crime victim
- Legal definitions of victims and forms of victimization
- Victimization surveys and the strengths and limitations of victimization surveys
- Criminological theories about victimization
- Victimization of Indigenous Peoples and other racialized groups in Canada
- Victimization of marginalized and vulnerable groups in Canada
- Risk factors associated with victimization and strategies to prevent victimization
- Trauma-informed approaches and responding to complex trauma in victims
- Developmental victimology and the impact of adverse childhood experiences
- Victims' rights as codified in legislation and policies (e.g., the Canadian Victims Bill of Rights; the United Nations Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power)
- Victims' needs, victim assistance, and supports for victims of crime in Canada
- Types of victimization and their impact on victims
- Elements of effective responses to different types of victimization
- Victim participation in the criminal justice process and available criminal and civil remedies for victims of crime
- Victim protection and accommodations in matters involving child victims and witnesses of crime in Canada
- Resilience and recovery from victimization

**Memo for New Course**

To: Undergraduate Education Committee

From: Dr. Joanne Robertson, Associate Professor, School of Education

Date: April 1, 2026

**Subject: Proposal for new course EDUC 451: Leading and Mentoring in Multilingual K-12 Schools**

*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):

Faculty members in Adult Education (ADED) are currently working on revising their courses to offer Kindergarten-Grade 12 (K-12) BC public school educators the opportunity to obtain a TQS 5+ salary category upgrade. A revised Post Baccalaureate Teaching English as a Second Language (TESL) Certificate, proposed for fall 2026, will be available to both aspiring adult TESL instructors and K-12 teachers.

The program will consist of the following 16 credits of required TESL coursework through the Adult Ed Department: TESL 400, 408, 410, and 420. Students in the program who wish to become certified adult TESL instructors will have the option to complete a practicum component, (TESL 433), which will qualify them for the TESL Canada Professional Certification Standard Two.

K-12 teachers enrolled in the program will have the option to complete an additional 14 credits of 3<sup>rd</sup> or 4<sup>th</sup> year elective coursework to meet the BC Teacher Qualification Service (TQS) 30-credit requirement for a 5+ salary category upgrade. To fulfill the [TQS requirements for an "Integrated Program,"](#) elective courses must be directly related to education or educational practice in the BC K-12 system. ADED currently offers several 3-credit courses that would meet this requirement, including ADED 301: Trauma-Informed Pedagogy and Practice; ADED 315: Race, Racism, & Anti-Racism; ADED 407: Organizational and Workplace Learning, among others.

The School of Education is proposing an additional 4-credit course as an elective for K-12 teachers enrolled in the TESL Post Baccalaureate program. The proposed course *EDUC 451: Leading and Mentoring in Multilingual K-12 Schools* course has been specifically designed for K-12 teachers interested in becoming English Language Learning (ELL) specialists who provide leadership and mentorship for ELL programs and settlement services at the school or district level.

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

## KNOW

1. **Apply knowledge and competencies efficiently:** Throughout the course, students will deepen their understanding of the skills, behaviours, and mindsets that contribute to effective leadership and mentorship in K-12 schools. Emphasis will be placed on the use of generative dialogue practices with staff, students, parents, parents, and community partners in multilingual school contexts. Students will draw on their knowledge of TESL teaching practices, while developing their understanding of the policies and practices for ELL programs and services (e.g., BC English Language Learning: Policy Guidelines; ELL Standards; etc.). They will also learn and practice communication protocols used by school and district ELL specialists to foster and sustain professional communities of practice.
2. **Examine critically and holistically:** Students will use critical and creating thinking strategies, drawing on multiple perspectives and experiences within various K-12 contexts, to examine and address historical barriers and contemporary issues related to programs and services for multilingual learners. Students will reflect on and discuss historical coercive power structures and federal policies that have negatively affected multilingual learners in Canada as well as contemporary challenges faced by K-12 schools that are enrolling increasing numbers of multilingual learners each year. Through collaborative reflection and dialogue, students will develop innovative, context-specific solutions and deepen their understanding of the roles and responsibilities of K-12 ELL specialists.

## CONNECT

3. **Communicate effectively:** Using class discussions, presentations, written assignments, and ongoing reflections, students will pose questions, communicate innovative ideas, listen attentively, seek clarification and feedback, and consider multiple points of view and perspectives on issues related to supporting ELL educational programs and services. Through in-class case studies and role plays, students will practice specific communication protocols that are used in diverse contexts to resolve conflict and build consensus across K-12 professional learning communities.
4. **Lead collaboratively:** Students will apply their knowledge and competencies related to TESL practices and effective communication throughout the course, practicing strategies that promote trust and foster collaboration within the class cohort and across K-12 multilingual school contexts. Through course assignments and discussions, students will examine the importance of generative dialogue and collaboration in developing professional learning communities that work collectively to establish shared goals, address conflicts and challenges, and lead meaningful change to enhance the educational experiences of multilingual students in K-12 contexts.

## TRANSFORM

5. **Engage with Indigenous knowledge systems:** Students will engage with diverse Indigenous worldviews, perspectives, and knowledge systems that are relevant to the work of K-12 leaders and mentors. They will also consider the connections between the impact of colonization on Indigenous people and historical, colonial power structures that have misrepresented and suppressed minority linguistic groups in Canada.

6. **Contribute locally and globally:** Students will examine the impact of global migration and immigration trends on K-12 schools in the Fraser Valley. Students will learn about the practices of ELL specialists in understanding and addressing the diverse challenges faced by multilingual students and families in relation to international, geo-political, and local community issues.
7. **Advocate for equity, diversity, and inclusion:** Students will understand the important role of ELL specialists in advocating for inclusive and equity-focused decision-making in relation to K-12 funding models, instruction, assessment, and community supports for multilingual learners and their families. Students will also learn to design teacher professional learning that prioritizes the principles of equity, diversity, inclusion, decolonization, and social justice, with a particular focus on raising awareness of the systemic barriers and inequities still faced by multilingual learners and their families.

**REFLECT**

8. **Engage in reflection for action:** Students will critically reflect on the roles and responsibilities of ELL specialists in leading through a lens of equity, diversity, inclusion, and decolonization. Throughout the course, students will engage in activities that encourage them to reflect on their own values, beliefs, and motivations and on their understanding of the roles and responsibilities of K-12 leaders and mentors. As aspiring ELL specialists, students will develop a portfolio with an action plan to support their ongoing personal, academic, and professional goals, recognizing that exemplary K-12 leadership and mentorship for ELL programs and services requires a sustained commitment to collaboration, communication, learning, action, and reflection.

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

The course will be available to any K-12 teachers who enroll in the Post Baccalaureate Teaching English as a Second Language (TESL) Certificate program. It will also be available for teachers who choose to design their own integrated 30-credit program for a TQS 5+ salary category upgrade. Marketing to local school districts will help to increase awareness of the EDUC 451 course as a valuable option for teachers seeking career opportunities as K-12 ELL specialists, a growing area of need in the Fraser Valley.

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

Adult Education, Program Review, School of Education: Joanne Robertson has had several meetings and ongoing collaborations with faculty team members and program leaders on course design and development. Consultation also included the Director, Program Development and Quality Assurance, Dr. Chris Campbell.

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 \(UNDRIP\)](#).

Throughout the course, students and instructors will contribute to a classroom environment that respects, promotes, and celebrates Indigenous knowledge systems, languages, cultures, and ways of knowing. Indigenous-focused educational principles will be incorporated into the course outline, learning opportunities, and assignments. Students will engage with Indigenous worldviews, perspectives, and knowledge systems that are relevant to the work of K-12 leaders and mentors in the Fraser Valley. Specifically, students will reflect on the value of integrating Indigenous learning and leadership principles within the mindsets and practices of ELL specialists. Students will also consider the connections between the impact of colonization on Indigenous people and historical and ongoing colonial power structures that have misrepresented and suppressed minority linguistic groups in Canada.

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

Students will engage in multiple discussions, learning opportunities, and assignments to understand and apply the principles of equity, diversity, inclusion, decolonization (EDID) and social justice to their current and future K-12 leadership and mentorship practices in support of multilingual 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.):

N/A

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

Regular course registration costs. Minimal costs associated with textbooks and other materials and most readings will be available through the UFV library.

#### **CWC comment and response:**

- The UEC Pre-Check Subcommittee had no concerns with the course itself, but wondered about the benefit of approving this course before the proposed program. Is there an intention that the course will be offered before the program is in place? If not, Pre-Check recommends holding this until it can go to CWC and UEC together with the new program.

*We are hoping that the course can be approved as soon as possible. There is much interest in the course among K-12 teachers. Some of them would prefer to take it as a stand-alone, rather than as part of the post-baccalaureate program proposal. For example, many teachers have already completed a TESL certificate in the past, and are now looking for a course that is specific to K-12 leadership in ELL programs. So yes, we would like to be able to offer the course as soon as possible.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2027  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> EDUC 451                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Leading and Mentoring in Multilingual K-12 Schools<br><b>Course Short Title:</b> Leading in Multilingual K-12                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> School of Education                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br>Designed for K-12 teachers interested in becoming English Language Learning (ELL) specialists at the school or school district level. Explores the dynamics of leadership and mentorship in multilingual school contexts. Topics include effective leadership of English language programs, K-12 ELL policies, supports and services, communication for inclusive decision making, and best practices for leading and mentoring communities of professional learning.                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | TESL 400.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Online only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: right;">10</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>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30 | Tutorials/workshops | 20 | Experiential (cultural/elder learning or participation) | 10 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Course learning outcomes are uniquely focused on leadership in K-12 ELL programs and services. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                    |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 2, 2026                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> April 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |  |  |                    |           |                                                                                                                                                                                                              |  |

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

The overall goal of the course is to introduce best practices in leading and mentoring in K-12 multilingual contexts. Students will learn about the roles and responsibilities of ELL specialists, including leading professional learning communities, mentoring teachers, and engaging in equity-focused decision-making in support of ELL learners.

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

1. Articulate the connections between language learning, teaching, and leading in multilingual school settings.
2. Describe the roles and responsibilities of K-12 English Language Learning (ELL) specialists in fostering best practices in teaching, assessment, and programs for ELL students, including students with interrupted formal education (SIFE).
3. Analyze the behaviours that contribute to effective communication and relationship-building to develop and sustain professional learning communities.
4. Apply effective communication protocols in a variety of contexts to resolve conflict and foster inclusive, equity-focused decision-making.
5. Articulate ethical boundaries as defined by the standards in BC's ELL policies and programs and services (e.g., BC English Language Learning: Policy Guidelines; ELL Standards; etc.).
6. Engage in constructive feedback processes with course instructors and peers.
7. Reflect on the work of ELL specialists through a lens of equity, diversity, inclusion, and decolonization.
8. Integrate Indigenous worldviews and principles in communication and leadership practices.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 80% | % | % |
| Portfolio:   | 20% | % | % |

**Details:**

Individual reflections on course topics, group presentations on readings, field-based communication protocols, case studies, and professional leadership/mentorship portfolio.

**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.)*

Online instructor lectures and instruction; group presentations of readings; discussions; guest lectures and panel discussions; case study and role play practice using communication protocols.

**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 | Honigsfeld, A., & Dove, M.G.                 | Collaborating for English learners: A foundational guide to integrated practices.                             | 2019 |
| 2. Textbook | Easton, L.B.                                 | Protocols for professional learning.                                                                          | 2017 |
| 3. Textbook | Adams, P., Mombourquette, C., & Townsend, D. | Leadership in education: The power of generative dialogue.                                                    | 2019 |
| 4. Article  | Marshall, S., & Khalifa, M.A.                | Humanizing school communities: Culturally responsive leadership in the shaping of curriculum and instruction. | 2018 |
| 5. Article  | Slack, A.                                    | The power of professional learning: Using PLCs to enhance accessibility of instruction for English learners.  | 2019 |

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

**Course Content and Topics**

**Module 1 - The Language Teacher as Leader/Mentor**

- Personal and group reflections on experiences and beliefs related to language learning, teaching, and leading
- Connections between evidence-informed TESL teaching practices and effective K-12 leadership/mentorship practices for ELLs
- Current theories and policies that inform K-12 English Language Learning (ELL) instruction, assessment, and support programs
- Roles and responsibilities of English Language Learning (ELL) specialists as leaders and mentors within the K-12 context
- BC Ministry of Education funding policies and standards for assessing and supporting the progress of K-12 ELL learners (e.g., BC English Language Learning: Policy Guidelines and ELL Standards)
- Leading professional learning in multilingual K-12 contexts

**Module 2 – Models and Communication Protocols for Leading and Mentoring Professional Learning Communities**

- Indigenous knowledge systems, perspectives, and scholarship on leadership and mentorship
- Community-based models and principles of leadership and mentorship for ELLs
- Theories and practices related to generative dialogue
- Communication protocols to resolve conflict and build consensus across professional learning communities
- Exploration of generative dialogue and communication protocols in case studies and application in K-12 contexts

**Module 3 – Equity-Focused Practices for ELL Specialists**

- Effects of colonization and historical, colonial power structures that have misrepresented and suppressed Indigenous people and minority linguistic groups in Canada
- Impact of global migration and immigration trends on schools and communities in the Fraser Valley
- Historical barriers and contemporary issues related to programs and services for multilingual learners
- Leadership and mentorship through a lens of equity, diversity, inclusion, and decolonization
- Role of ELL specialists in advocating for inclusive and equity-focused decision-making in relation to K-12 funding models, instruction, assessment, and community supports for multilingual learners and their families
- ELL Specialist Portfolio and Action Plan



## MEMO

**To:** Undergraduate Education Committee  
**From:** Dr. Amber Gazso, Director, School of Culture, Media, and Society  
**CC:** Dr. Sylvie Murray  
**Date:** 2026-04-30  
**Re:** New course proposals from Media and Communications Studies: MACS 208, 232, 307

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On April 14, 2026, the School of Culture, Media, and Society received communication from the URE questioning the advancement of three new courses for regularization at a time when there is not yet a Media & Communications Studies Major and only a Media & Communications Studies Minor program.

The purpose of this memo is to explain why the three courses are being proposed for regularization and ahead of the major. The reasons for advancing these courses at this time are as follows:

1. SCMS has agreed to limit the number of 299 and 399 courses in all three disciplines (Anthropology, Sociology, and Media and Cultural Studies) to two or less 299 courses and two or less 399 courses per discipline per academic term. SCMS is committed to a two-year rotation of courses in the existing (and largely revised) curriculum for all three programs and to offering 299 and 399 courses as originally intended: as 'special topics' offered sparingly.
2. Compared to other post-secondary programs in media and communications across Canada, the MACS curriculum needs updating to include courses that teach students about their place and part in a socially unjust world. To be precise: MACS does not have a course on race, gender, or colonialism. Other universities with media and communications programs do.
3. Related to point 2, Dr. Nawal Musleh-Motut was hired in 2024 with the expectation that she would design and teach courses in the areas of decolonization, anti-racism, gender, social justice, and visual culture. It would be inequitable to not advance courses that Dr. Nawal Musleh-Motut was hired to develop and teach, and that are in her areas of specialization. Relatedly, the School has a principle of ensuring faculty have equitable workloads across all levels of the curriculum. While UFV has a generalist orientation to teaching, it is unreasonable to prevent a faculty member from developing courses in their areas of specialization when they will improve the program.

4. Regardless of whether there is a Major, the courses are needed to provide Media and Communication Studies students with strong skills to engage in the deconstruction of colonial harms, and the ability to understand their own everyday lives and engage in study and research through a decolonial and intersectional lens.
5. The three courses are expected to help achieve student retention. First, students have expressed their desire for courses in these fields, particularly given that these issues impact their own lives directly and also reflect the world around them. Regularizing these courses conveys to students that both MACS and the College of Arts are committed to addressing inequality and injustice. They are also necessary for MACS to catch up with developments in the fields of critical media and cultural studies, and to reflect the significance of current political, social, cultural, and economic forces and events happening locally and globally.
6. The proposed courses were commended by three scholars (two outside of UFV) who conducted the 2026 MACS Program Review. Notably, the March 2026 Report from reviewers stated:

[s]ignificant initiatives have been underway in program and course renewal towards a (now paused) Major. We recommend continuing this work... Recent course development, as well as planned courses, are providing greater breadth to the curriculum and contributing to the SCMS objective of Indigenization, decolonization and reconciliation. These include the development of courses on decolonizing media and communications, gender and media and global mediascapes. In addition, Indigenization efforts have been integrated into all MACS courses. We encourage the ongoing development of the proposed courses on anti-racism and social justice in media (p.3-4).

**Memo for New Course**

To: Associate Deans and CACC

From: Media and Communication Program Working Group

Date: October 3, 2025

**Subject: Proposal for new course MACS 208 – Looking at Visual Culture**

*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):

*Media and Communication (MACS) was in urgent need of an introduction to visual culture course. As such, I developed MACS 299Q – Looking at Visual Culture, which will run for the first time in Winter 2026 and is now being regularized as MACS 208 – Looking at Visual Culture. This course is crucially needed to fill holes in the current MACS curriculum, as well as the new MACS major that is currently under development. More specifically, MACS 208 will contribute to all three of the following proposed major streams: Social, Cultural, and Popular Studies; Decolonization, Anti-racism, and Social Justice; Political Economy, Media Industries, and Media Work. MACS 208 will also serve as a prerequisite for future upper-level courses regarding visual culture, which MACS hopes to develop in the future, as well as MACS 299N – Storytelling, Photography, and Resistance, which will be regularized as a 300-level course shortly.*

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 \(ILOs\)](#):

| <b>Course Learning Outcomes</b>                                                                                                                                                                                              | <b>MACS Major LOs</b> | <b>Institutional LOs</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|
| <i>Describe key visual culture practices separately and in relation to one another.</i>                                                                                                                                      | 1, 2, 6, 7, 8, 10     | 2                        |
| <i>Evaluate the theories, debates, and methods fundamental to the power and politics of looking practices, visualities, and visual images or objects, from the perspectives of media, visual, and cultural studies.</i>      | 1, 2, 3, 6, 7, 10     | 1, 2, 5, 7, 8            |
| <i>Reflect on the impact of looking practices, visualities, and visual images or objects on our everyday lives, including our understanding of ourselves, others, and the world, historically and in the present moment.</i> | 1, 2, 4, 6, 7, 8, 9   | 1, 2, 3, 4, 5, 6, 7, 8   |
| <i>Apply critical theories, debates, and methods to the practices of looking, as well as the reading and watching of a variety of visual images and objects, with special attention to the power</i>                         | 1, 2, 4, 6, 7, 8, 9   | 1, 2, 3, 4, 5, 6, 7, 8   |

|                                                                                                                                                                                                              |                            |                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------|
| <i>dynamics between visibility and counter-visibility.</i>                                                                                                                                                   |                            |                        |
| <i>Develop critical skills based in decolonial, anti-racist, feminist, queer, class, and disability theory and practice to assist in the negotiation of life in an increasingly visual and unjust world.</i> | 1, 2, 3, 4, 6, 7, 8, 9, 10 | 1, 2, 3, 4, 5, 6, 7, 8 |
| <i>Demonstrate the possibilities of new knowledges, relations, worlds, and futures through the active practice of critical visibility and visual activism.</i>                                               | 1, 2, 3, 4, 6, 7, 8, 9, 10 | 1, 2, 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?

No.

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

*I've corresponded by email with Shelley Liebembuk and Candace Couse in the School of Creative Arts. While SOCA 201 is also an introductory visual studies course, MACS and the School of Culture, Media, and Society feel that a review of the MACS 208 and SOCA 201 official course outlines clearly illustrates that the two courses are complementary, rather than competitive. In fact, MACS 208 was designed with the SOCA 201 official course outline in mind to ensure these two courses were not redundant.*

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 \(UNDRIP\)](#).

*MACS 208 critically explores how the practices and objects of visual culture shape our everyday lives and our understanding of ourselves, others, and the world. It introduces the power and politics of visibility and visual images through the intersecting lenses of media, visual, and cultural studies. MACS 208 is also grounded in decolonial, anti-racist, and social justice theory and practice. Given these theoretical, practical, and pedagogical approaches, MACS 208 pays particular attention to how visibility and visual objects have negated and/or misrepresented Indigenous peoples and how the latter have used counter-visibility and visual objects as forms of decolonization, resistance, and resurgence.*

*In doing so, MACS 208 will actively contribute to Indigenizing Our Academy, UFV's Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).*

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

*MACS 208's active application of decolonial, anti-racist, feminist, queer, class, and disability theory and practice, directly advocates for equity, diversity, and inclusion via course content, assignment design and assessment, relationship building, and pedagogy.*

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

*The exploration of the historical and contemporary power of visuality and visual objects is often directly related to students' own lived experiences, many of which are characterized by discrimination, oppression, trauma, and violence. As such, some of the course material and related images can be emotionally difficult for students to engage with and work through. Therefore, MACS 208 should be offered in person, rather than online. Creating a thoughtful and engaged community space within the classroom not only demonstrates to students the imaginative possibilities of undertaking visually grounded decolonial, anti-racist, and social justice work in solidarity with others, but also allows for the safest and most supportive space for all students to engage and learn regardless of their social position.*

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

*The current required course text, Practices of Looking: An Introduction to Visual Culture, 4<sup>th</sup> Edition, is currently not available as an e-book through UFV Library. An earlier request for the library to purchase the 3<sup>rd</sup> edition of this text was denied last year. Now that the 4<sup>th</sup> edition is out, I will submit my request again. Should the library not approve this purchase, the text will cost \$74.99 to rent the e-book (VitalSource); \$84.60 to purchase the e-book (VitalSource); \$112.99 to purchase a hardcopy (Amazon). While I try to keep course costs to a minimum, this text is by far the best on the market for this area of study. Furthermore, its higher price is indicative of the highly visual nature of its content.*

*Finally, if and/or when additional materials are assigned, e.g.) journal articles, book chapters, open educational resources, and links to publicly available media texts, they will be made available for free on Brightspace.*

### **CWC comments and responses:**

- Learning outcomes for this course and MACS 232 seem to be very broad, making it difficult to see what is being measured for assessment. For example, what specific learning will students be taking away for LO #4? What are the specific skills included in LO #5? How will they be measured? Consider the MACS 307 outcomes as a model for rewriting the outcomes

so that they are clear, measurable, and can be aligned to assessments and learning activities.

*LO#4 has been revised. The specific skill learned in LO#5 is the development of theory and practice to contribute to a socially just world. In our view, this is captured in what is already written.*

- UEC recently adopted the attached definition for holistic assessment; please confirm that this fits with the approach to holistic assessment for this course. 60% for exams and tests also seems high to assess these outcomes.

*The holistic assessment examples listed on the OCO conform to those on the holistic assessment documents provided and enable the assessment of students' meeting of learning outcomes.*

*The use of exams and tests is reasonable at a second year level to develop student retention of core concepts and ideas that ladder into upper level MACS courses. The design and environment of tests and exams can inhibit non-sanctioned AI use. Note that tests and exams will be used in conjunction with in-class exercises and written assignments.*



**ORIGINAL COURSE IMPLEMENTATION DATE:**  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
 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> MACS 208                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Looking at Visual Culture<br><b>Course Short Title:</b> Looking at Visual Culture                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Critically explores how the practices and objects of visual culture shape our everyday lives and our understanding of ourselves, others, and the world. Introduces the power and politics of visuality and visual images – photographs, film, art, advertisements, etc. – through the intersecting lenses of media, visual, and cultural studies.<br><br>Note: Students with credit for MACS 299Q cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 15 university-level credits or MACS 110.                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>MACS 299Q</b><br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <u>policy 207</u> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> ( <i>See <u>bctransferguide.ca.</u></i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <u>transfer credit form.</u>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 9, 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> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                          |  |

**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 key visual culture practices separately and in relation to one another, with special attention to local Indigenous practices.
2. Evaluate the theories, debates, and methods fundamental to the power and politics of looking practices, visualities, and visual images or objects, from the perspectives of media, visual, and cultural studies.
3. Reflect on the impact of looking practices, visualities, and visual images or objects on our everyday lives, including our understanding of ourselves, others, and the world, historically and in the present moment.
4. Use critical theories, debates, and methods to read and watch visual images and objects, with special attention to the power dynamics between visibility and counter-visibility.
5. Develop critical skills based in decolonial, anti-racist, feminist, queer, class, and disability theory and practice to assist in the negotiation of life in an increasingly visual and unjust world.
6. Demonstrate the power and possibilities of new knowledges, relations, worlds, and futures through the active practice of critical visibility and visual activism.

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

|                      |     |                        |     |             |     |
|----------------------|-----|------------------------|-----|-------------|-----|
| Holistic assessment: | 40% | Quizzes/tests/midterm: | 40% | Final exam: | 20% |
|                      | %   |                        | %   |             | %   |

**Details:**

Holistic assessments will include a variety of standard and creative in-class individual and group exercises. These may include, but are not limited to, small and large group discussions or debates, applying course theories and methods to unique visual texts, visual mapping, brainstorming, self-reflection, learning field-related research skills, etc.

**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; class and/or small group discussions; class, small group and/or individual exercises; 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. Book                 | Martina Sturken and Lisa Cartwright, Eds.                                 | <i>Practices of Looking: An Introduction to Visual Culture, 4<sup>th</sup> Edition</i> | 2025 |
| 2. Book                 | Nicholas Mirzoeff                                                         | <i>An Introduction to Visual Culture, 3<sup>rd</sup> Edition</i>                       | 2023 |
| 3. Book                 | Nicholas Mirzoeff, Ed.                                                    | <i>The Visual Culture Reader, 3<sup>rd</sup> Edition</i>                               | 2013 |
| 4. Journal              | Various articles from academic journals available through UFV Library     |                                                                                        |      |
| 5. Indigenous knowledge | Various Indigenous academic and non-academic publications and media texts |                                                                                        |      |

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

Some form of camera, e.g.) smartphone, digital, analog.

**Course Content and Topics**

- Survey of visual practices
- Power and politics of visual practices
- Subjective engagement and meaning making
- Modernity, the gaze, and power
- Realism and perspective
- Visual technologies
- Mediated visualities and images/objects
- Brand culture and consumption
- Postmodernity and futurisms
- Visualizing science and data
- Visualizing the world

**Memo for New Course**

To: Associate Deans and CACC

From: Media and Communication Program Working Group

Date: October 3, 2025

**Subject: Proposal for new course MACS 232 – Gender and Media**

*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):

*Media and Communication (MACS) was in urgent need of a course regarding gender and media. As such, I developed and am currently running the second iteration of MACS 2990 – Gender and Media, which is now being regularized as MACS 232 – Gender and Media. This course is crucially needed to fill holes in the current MACS curriculum, as well as the new MACS major that is currently under development. More specifically, MACS 232 will contribute to all three of the following proposed major streams: Social, Cultural, and Popular Studies; Decolonization, Anti-racism, and Social Justice; Political Economy, Media Industries, and Media Work. MACS 232 will also serve as a prerequisite for future upper-level courses regarding gender and media and/or technology, which MACS hopes to develop in the future.*

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 \(ILOs\)](#):

| <b>Course Learning Outcomes</b>                                                                                                                                                                                                                 | <b>MACS Major LOs</b>     | <b>Institutional LOs</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|
| <i>Describe the impact of essentialist and anti-essentialist discourses and media representations of gender in society both historically and in the present moment, as well as locally and globally.</i>                                        | 1, 2, 3, 4, 6, 7, 8       | 2, 3, 7                  |
| <i>Evaluate the theories, debates, and methods fundamental to an understanding of gendered media representation, production, and consumption within the fields of media, gender, and cultural studies.</i>                                      | 1, 2, 3, 6, 8, 10         | 1, 2, 7                  |
| <i>Apply the theories, debates, and methods fundamental to an understanding of gendered media representation, production, and consumption to various unique media texts and industries, with special attention to meaning making and power.</i> | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 7                  |

|                                                                                                                                                                                                                     |                         |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------|
| Analyze the representation, production, and consumption of gendered media texts and industries through feminist, queer, intersectional, and decolonial lenses.                                                      | 1, 2, 3, 4, 6, 7, 8, 10 | 2, 5, 7, 8    |
| Reflect on the impact of gendered media representation, production, and consumption on our everyday lives, including our understanding of ourselves, others, and the world, historically and in the present moment. | 1, 2, 4, 6, 7, 8, 9     | 2, 3, 5, 7, 8 |
| Describe the impact and importance of gendered agency, activism, and resistance, particularly via self-representation and digital femininities.                                                                     | 1, 2, 4, 6, 7, 8, 9     | 2, 3, 5, 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?

No.

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

*I've met with Claire Hay at the Teaching and Learning Centre regarding teaching strategies and curriculum development, particularly given that I was unexpectedly required to teach MACS 2990 online this Fall (see 8 below regarding the necessity to teach this course in person).*

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 goal of MACS 232 is for students to explore the representation, production, and consumption of gender across various media texts and industries, both historically and in the present. It provides a critical understanding of debates surrounding gendered and mediated communication through feminist, queer, intersectional, and decolonial lenses. Given these theoretical, practical, and pedagogical approaches, MACS 232 will place significant emphasis on the positive and negative impacts of media in relation to, but not limited to, murdered and missing Indigenous women and girls, and Two-Spirit identity and experience.*

*In doing so, MACS 232 will actively contribute to Indigenizing Our Academy, UFV's Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).*

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

*MACS 232's active application of feminist, queer, intersectional, and decolonial theory and practice, directly advocates for equity, diversity, and inclusion via course content, assignment design and assessment, relationship building, and pedagogy.*

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

*The exploration of the social construction of gender and gendered media texts is often directly related to students' own lived experiences, many of which are characterized by discrimination, oppression, trauma, and violence. As such, some of the course material can be emotionally difficult for students to engage with and work through. Therefore, MACS 232 should be offered in person, rather than online. Creating a thoughtful and engaged community space within the classroom not only demonstrates to students the imaginative possibilities of undertaking feminist, queer, intersectional, and decolonial work in solidarity with others, but also allows for the safest and most supportive space for all students to engage and learn regardless of their gender identity and broader social position.*

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

*The current required course text, Gender and Media: Representing, Producing, Consuming, Second Edition, is currently available for free as an e-book via UFV Library. If and/or when additional materials are assigned, e.g.) journal articles, book chapters, open educational resources, and links to publicly available media texts, they will be made available for free on Brightspace. Barring a student choosing to purchase the above text, there is not cost associated with this course.*

### **CWC comments and responses:**

- Learning outcomes for this course seem to be very broad, making it difficult to see what is being measured for assessment. Consider the MACS 307 outcomes as a model for rewriting the outcomes so that they are clear, measurable, and can be aligned to assessments and learning activities. For example, suggest simplifying LO #1 to "Describe the impact of essentialist and anti-essentialist discourses and media representations of gender in the past and present in local and global contexts."

*The revision to LO#1 is accepted. The remaining learning outcomes have been left as originally written. We believe the comment about clarity is also about differing expectations of students' capacity for comprehension and would welcome a discussion about this. In our view, the learning outcomes are clear in their current wording and reflect language and vocabulary specific to the field.*

- UEC recently adopted a definition for holistic assessment; please confirm that this fits with the approach to holistic assessment for this course. 60% for exams and tests also seems high to assess these outcomes.

*The holistic assessment examples listed on the OCO conform to those on the holistic assessment documents provided and enable the assessment of students' meeting of learning outcomes.*

*There is pedagogical rational for evaluations methods and weighting. The use of exams and tests is reasonable at a second year level to develop student retention of core concepts and ideas that ladder into upper level MACS courses. The design and environment of tests and exams can inhibit non-sanctioned AI use. Note that tests and exams will be used in conjunction with in-class exercises and written assignments.*



**ORIGINAL COURSE IMPLEMENTATION DATE:**  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2026  
 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> MACS 232                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Gender and Media<br><b>Course Short Title:</b> Gender & Media                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the representation, production, consumption, and performance of gender across various media texts and industries, both historically and in the present. Examines debates surrounding gendered and mediated communication through feminist, queer, intersectional, and decolonial lenses. Special attention will be given to the impacts of globalization and media convergence.<br><br>Note: Students with credit for MACS 2990 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 15 university-level credits or MACS 110.                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>MACS 2990</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 9, 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> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 impact of essentialist and anti-essentialist discourses and media representations of gender in the past and present in local and global contexts.
2. Evaluate the theories, debates, and methods fundamental to an understanding of gendered media representation, production, and consumption within the fields of media, gender, and cultural studies.
3. Apply the theories, debates, and methods fundamental to an understanding of gendered media representation, production, and consumption to various unique media texts and industries, with special attention to meaning making and power.
4. Analyze the representation, production, and consumption of gendered media texts and industries through feminist, queer, intersectional, and decolonial lenses.
5. Examine the significance of media texts produced by Indigenous women and Two-Spirit people.
6. Reflect on the impact of gendered media representation, production, and consumption on our everyday lives, including our understanding of ourselves, others, and the world, historically and in the present moment.
7. Describe the impact and importance of gendered agency, activism, and resistance, particularly via self-representation and digital femininities.

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

|                      |     |                        |     |             |     |
|----------------------|-----|------------------------|-----|-------------|-----|
| Holistic assessment: | 40% | Quizzes/tests/midterm: | 40% | Final exam: | 20% |
|                      | %   |                        | %   |             | %   |

**Details:**

Holistic assessments will include a variety of standard and creative in-class individual and group exercises. These may include, but are not limited to, small and large group discussions or debates, applying course theories and methods to unique media texts, visual mapping, brainstorming, self-reflection, learning field-related research skills, etc.

**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; class and/or small group discussions; class, small group and/or individual exercises; 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. Book                 | Tonny Krijnen and Sofie Van Bauwel                                        | <i>Gender and Media: Representing, Producing, Consuming, Second Edition</i> | 2022 |
| 2. Book                 | Mary Celeste Kearney, Ed.                                                 | <i>The Gender and Media Reader</i>                                          | 2012 |
| 3. Book                 | Cynthia Carter, Linda Steiner, and Lisa McLaughlin, Eds.                  | <i>The Routledge Companion to Media and Gender</i>                          | 2015 |
| 4. Book                 | Joanna Hearne and Karrmen Crey (Stó:lō from Cheam First Nation), Eds.     | <i>By Their Work: Indigenous Women's Digital Media in North America</i>     | 2025 |
| 5. Indigenous knowledge | Various Indigenous academic and non-academic publications and media texts |                                                                             |      |

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

N/A

**Course Content and Topics**

- Social construction and performativity of gender
- Representations of gender in media texts and media industries
- Gendered representations, power, and knowledge
- Gendered subjectivity, identity, and intertextuality
- Organization and functioning of gendered media production
- Gender and power in media industries
- Gendered consumers as media producers
- Gendered audiences, consumption, and polysemic meaning makings
- Social identity, frames of knowledge, and gendered pleasures
- Sexualization, pornification, and moral panics
- Gendered agency, activism, and resistance, e.g., self-representation and digital femininities

**Memo for New Course**

To: Associate Deans and CACC

From: Media and Communication Program Working Group

Date: October 3, 2025

**Subject: Proposal for new course MACS 307 – Decolonizing Media and Communication**

*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):

*Media and Communication (MACS) is revising the minor and working toward developing a new major, which will include three streams, one of which is Decolonization, Anti-racism, and Social Justice. MACS 307 will serve as the gateway course for other upper-level courses in this stream.*

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 \(ILOs\)](#):

| <b>Course Learning Outcomes</b>                                                                                                                     | <b>MACS Major LOs</b>     | <b>Institutional LOs</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|
| <i>Explain the role of media and communication in the processes of settler colonialism and decolonization.</i>                                      | 1, 2, 4, 6, 7, 8, 9       | 2, 5, 6, 7               |
| <i>Recognize examples of settler colonialism’s use of media and communication in BC and Canada.</i>                                                 | 1, 2, 4, 5, 6, 7, 8, 9    | 2, 5, 7, 8               |
| <i>Reflect on settler identity and responsibility via various forms of media and communication individually and collectively.</i>                   | 1, 2, 4, 6, 7, 8, 9       | 2, 3, 5, 6, 7, 8         |
| <i>Summarize key differences between Western and Indigenous worldviews and how they are represented and/or excluded in media and communication.</i> | 1, 2, 4, 5, 6, 7, 8       | 2, 5, 6, 7, 8            |
| <i>Explain the importance of decolonizing media and communication studies.</i>                                                                      | 1, 2, 3, 4, 5, 6, 7, 9    | 2, 5, 7, 8               |
| <i>Critique Western media’s negation and/or misrepresentation of Indigenous Peoples in the past and present.</i>                                    | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 2, 5, 7, 8               |
| <i>Describe the rise of Indigenous media in Canada as a form of Indigenous resistance, resurgence, and sovereignty.</i>                             | 1, 2, 4, 5, 6, 7, 8, 9    | 5, 7                     |
| <i>Analyze the significance of various Indigenous texts across multiple media formats.</i>                                                          | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 2, 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?

No.

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

*Lolehawk Buker and Deborah Alexander in Indigenous Studies were consulted. They were excited to hear about MACS 307, as well as the new MACS stream noted above, and appear to be very supportive.*

*Samantha Hannah and Paul Fontaine in the School of Communication were engaged in discussion about this course. The general consensus is that MACS 307 will complement, rather than compete with, newer courses in Métis Studies that Paul is currently developing, one of which touches on contemporary Indigenous media.*

*Leanne Joe and Claire Hay at the Teaching and Learning Centre were consulted regarding Indigenousization, teaching strategies, and curriculum development.*

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 goal of MACS 307 is to teach students how to critically analyze settler colonialism's use of media and communication to exclude and/or misrepresent the colonial 'other,' as well as how those colonized harness media and communication as tools of decolonization, resistance, and resurgence. Special attention is given to settler colonialism in Canada and media texts produced by Indigenous Peoples locally and across Turtle Island. Decolonial theory and pedagogical approaches and Indigenous ways of knowing and being will inform all aspects of the course, with local Indigenous voices and texts making up the large majority of content assigned and engaged with. Students will also have the option of undertaking their course project via non-traditional and creative means.*

*In doing so, MACS 307 will actively contribute to Indigenizing Our Academy, UFV's Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).*

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

*As all contemporary forms of inequality and exclusion are based in and continue to uphold colonial knowledge systems and ways of understanding the world, MACS 307's active application of*

*decolonial thinking (theory) and doing (practice) directly advocates for equity, diversity, and inclusion via course content, assignment design and assessment, relationship building, and pedagogy.*

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

*The personal journey of decolonization is very difficult and must be deeply grounded in relationship, respect, responsibility, reciprocity, reflection, and relevance. Therefore, MACS 307 should be offered in person, rather than online. Creating a decolonial space within the classroom not only demonstrates to students the imaginative possibilities of undertaking decolonial thinking and doing in solidarity with others, but also allows for the safest and most supportive space for all students to engage and learn regardless of their social position.*

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

*Every effort will be made to provide students with free access to required course textbook(s), readings, and media texts. For example, UFV Library has been asked to purchase multi-user access electronic versions of required text(s). Additional readings, including journal articles, book chapters, and open educational resources, as well as links to publicly available media texts, will be uploaded to Brightspace. If the library is unable to secure multi-user access electronic versions of the required text(s), the cost to students will be approximately \$60 Canadian.*

### **CWC comments and responses:**

- Calendar description: Turtle Island is not a universally-accepted term; this may need to be revised.

*This is de-colonial language used by many Indigenous peoples and should appear as such.*

- Same comments as for MACS 208 and MACS 323 regarding holistic assessment.

*Same reply as for MACS 208 and 232.*



**ORIGINAL COURSE IMPLEMENTATION DATE:**  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
 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> MACS 307                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Decolonizing Media and Communication<br><b>Course Short Title:</b> Decolonizing Media & Comm                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Critically analyzes settler colonialism’s use of media and communication to exclude and/or misrepresent the colonial “other”, as well as how those colonized harness media and communication as tools of decolonization, resistance, and resurgence. Special attention is given to settler colonialism in Canada and media texts produced by Indigenous Peoples locally and across Turtle Island.<br><br>Note: Students with credit for MACS 399R cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 45 university-level credits, including MACS 110 or MACS 130.                                                                                                                                                                                                                                                                                                                                                                                                      |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>MACS 399R</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60               |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |                  |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | October 9, 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>                                                                                                                                                                                                                                                                                                                                                                                                                                           | June 19, 2026    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 role of media and communication in the processes of settler colonialism and decolonization.
2. Recognize examples of settler colonialism's use of media and communication in B.C. and Canada.
3. Reflect on settler identity and responsibility via various forms of media and communication individually and collectively.
4. Summarize key differences between Western and Indigenous worldviews and how they are represented and/or excluded in media and communication.
5. Explain the importance of decolonizing media and communication studies.
6. Critique Western media's negation and/or misrepresentation of Indigenous Peoples in the past and present.
7. Describe the rise of Indigenous media in Canada as a form of Indigenous resistance, resurgence, and sovereignty.
8. Analyze the significance of various Indigenous texts across multiple media formats.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Holistic assessment: | 55% | Assignments: | 15% | Project: | 30% |
|                      | %   |              |     |          | %   |

**Details:**

Holistic assessments will include a variety of standard and creative in-class individual and group exercises. These may include, but are not limited to, small and large group discussions or debates, applying course theories and methods to unique media texts, visual mapping, brainstorming, self-reflection, learning field-related research skills, etc. Other evaluations include a proposal for and submission of either a final academic paper or creative project.

**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; class and/or small group discussions and exercises; media viewings; guest lecturers; 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                 | Emma Battell Lowman and Adam J. Barker                                                                                                                        | <i>Settler: Identity and Colonialism in 21<sup>st</sup> Century Canada</i>     | 2015 |
| 2. Book                 | Miranda J. Brady and John M.H. Kelley                                                                                                                         | <i>We Interrupt This Program: Indigenous Media Tactics in Canadian Culture</i> | 2017 |
| 3. Book                 | Karrmen Crey (Stó:lō from Cheam First Nation)                                                                                                                 | <i>Producing Sovereignty: The Rise of Indigenous Media in Canada</i>           | 2024 |
| 4. Indigenous knowledge | Various Indigenous media texts, e.g.) storytelling/oral traditions, non-fiction and fiction writing, TV, film, documentaries, music, art, digital media, etc. |                                                                                |      |
| 5. Journal              | Various articles from academic journals available through UFV Library                                                                                         |                                                                                |      |

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

**Course Content and Topics**

- Decolonizing media and communication studies
- Settler colonialism in B.C. and Canada
- Settler identity and responsibility
- Western media's exclusion and (mis)representation of Indigenous Peoples and their ways of knowing and being
- Indigenous research, theory, and practice
- Indigenous media tactics
- Rise of Indigenous media
- Testimonial, oral histories, and documentary
- Film and television
- Journalism and media activism
- Futurisms and speculative fiction
- Art and digital media
- Music and streetwear

**Memo for Course Changes**

To: CACC and UEC

From: Amber Gazso, School of Culture, Media & Society

Date: May 5, 2026

**Subject: Proposal for discontinuation of JRNL 235 and revision of MACS 235**

*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 (cross-list of JRNL 235)**
- Other – Please specify:

2. Rationale for change:

*At the January UEC meeting, Dean Murray raised concerns about the JRNL cross-list designation for a course housed in the Media and Communications Studies program when meanwhile courses with JRNL designation are also housed in the School of Communications (CMNS) and there is a minor in Journalism in CMNS.*

*In March 2026 there was a follow up meeting including Dean Murray, Director of CMNS Samantha Hannah, Director of SCMS Amber Gazso, and MACS and CMNS colleagues. At this meeting, SCMS/MACS and CMNS agreed to remove the JRNL cross-list designation from the calendar.*

*MACS 235 will continue to exist as a stand-alone course in the MACS program.*

*MACS 235 is due for revision. A new **learning outcome** was added to highlight the Indigenous content of the course. The **delivery methods** now account for the possibility of this course being taught in class, online, or in hybrid form. The **evaluation and instructional methods** were modified to reflect how the course is currently being taught.*

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 for MACS 235. There is only the addition of one learning outcome focused on Indigeneity.*

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

*There are no substantial changes to course content.*

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

*Consultation about the discontinuation of the JRNL designation and cross-list occurred between SCMS/MACS and CMNS.*

*The changes to MACS 235 are not significant enough to have an impact on another program.*

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

*Indigenous issues of relevance to this course include: the constraints of producing stories for the "white gaze," the lack of Indigenous journalists in Canada, and the misrepresentation and underrepresentation of Indigenous peoples in the news. Moreover, students can focus on Indigenous issues in their assignments and essay answers.*

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

*In introducing students to journalism, this course devotes much time to highlighting the qualities of a good journalist. These qualities include a concern for equity, diversity, and inclusion in the selection of stories to cover and the manner in which such stories are covered, in the treatment of subjects and sources, and in the practice of open and civic journalism. Moreover, equity, diversity, and inclusion are vital to hiring practices and the composition of the newsroom.*

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.

*No special considerations.*

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

*A new print copy of the required textbook, The Elements of Journalism, costs \$24.00. Students do not have to buy any other books or materials for this course as it is currently taught*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2009  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2032  
 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> MACS 235                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Journalism in Canada                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to Journalism in Canada                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Culture, Media & Society                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Takes a critical look at the role of journalism in Canadian society. Explores factors that determine what stories are covered and how they are covered.<br><br>Note: Students with credit for JRNL 235 cannot take this course for further credit.                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>JRNL 235</b><br>Cross-listed with:<br>Equivalent course(s): <b>JRNL 235</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</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 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 30, 2025; March 2026                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify the central role played by journalism in a democratic society.
2. Describe how the news media in Canada are organized.
3. Explain the political and economic context in which journalism operates.
4. Analyze the contributions of Indigenous journalism and the need for more.
5. Analyze the representation of race, gender, class, sexuality, and (dis)ability in both mainstream and alternative journalism.
6. Analyze the influence of sources, colleagues, employers, and audiences on the practice of journalism.
7. Identify the factors affecting what stories get covered by the media and how they are covered.
8. Explain how technological developments have affected journalism over the years.

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

|             |     |              |     |              |     |
|-------------|-----|--------------|-----|--------------|-----|
| Final exam: | 25% | Assignments: | 50% | Midterm exam | 25% |
|             | %   |              | %   |              | %   |

**Details:**

Assignments include two assignments (20% each) and participation (10%).

**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, in-class discussions, group discussions, student-led activities, videos, and practice tests.

**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    | Kovach, Bill, and Tom Rosenstiel | The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, 4 <sup>th</sup> ed.          | 2021 |
| 2. Book    | McCue, Duncan                    | Decolonizing Journalism: A Guide to Reporting in Indigenous Communities                                            | 2023 |
| 3. Book    | Cheung, Christopher              | Under the White Gaze: Solving the Problem of Race and Representation in Canadian Journalism                        | 2024 |
| 4. Article | Jokinen, Tom                     | "Journalism's Reinvention Is Happening—Just Not Where You Think," The Walrus                                       | 2025 |
| 5. Article | Sinclair, Leslie                 | "Whether We Like It or Not: Inside the Strange Symbiosis of Journalism and Public Relations," Review of Journalism | 2023 |

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

None.

**Course Content and Topics**

- Journalism's role in a democratic state
- Government influences on journalism
- Business and advertising influences on journalism
- Concentration of media ownership
- How sources affect news coverage
- The audience's needs and wants
- Pack journalism
- Infotainment and celebrity culture
- Celebrity journalism
- Journalism at the CBC
- Canada's under-reported stories
- The role of alternative news media
- The decline of print journalism and the rise of Internet journalism
- Journalism and Indigeneity: issues of participation and representation

**Memo for Course Changes**

To: CACC and UEC

From: Amber Gazso, School of Culture, Media & Society

Date: May 5, 2026

**Subject: Proposal for discontinuation of JRNL 369 and revision of MACS 369**

*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 (cross-list JRNL 369)**
- Other – Please specify:

2. Rationale for change:

*At the January UEC meeting, Dean Murray raised concerns about the JRNL cross-list designation for a course housed in the Media and Communications Studies program when meanwhile courses with JRNL designation are also housed in the School of Communications (CMNS) and there is a minor in Journalism in CMNS.*

*In March 2026 there was a follow up meeting including Dean Murray, Director of CMNS Samantha Hannah, Director of SCMS Amber Gazso, and MACS and CMNS colleagues. At this meeting, SCMS/MACS and CMNS agreed to remove the JRNL cross-list designation from the calendar.*

*MACS 369 will continue to exist as a stand-alone course for the MACS program.*

*MACS 369 is due for revision. A new **learning outcome** was added to highlight the Indigenous content of the course. The **delivery methods** now account for the possibility of this course being taught in class, online, or in hybrid form. The **evaluation and instructional methods** were modified to reflect how the course is currently being taught.*

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. There is only the addition of one learning outcome focused on Indigeneity.*

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

*There are no substantial changes to course content.*

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

*SCMS/MACS and CMNS consulted and agreed to remove the JRNL cross-list designation from MACS and CMNS courses.*

*The changes are not significant enough to have an impact on other programs.*

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 \(UNDRIP\)](#).

*Examples of Indigenous content in this course include discussions of restorative justice programs, the sentencing of Indigenous offenders, and the ethical coverage of Indigenous peoples. Moreover, students can focus on Indigenous issues in their assignments and essay answers.*

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

*Media Law and Ethics focuses on principles of equity, diversity, and inclusion in all aspects of the course. As an example, EDI underlies in-class discussions of defamation law, conflict of interest, privacy, the treatment of sources, copyright, freedom-of-information law, etc. A recent assignment consisted of reviewing A Fragile Trust: Plagiarism, Power, and Jayson Blair at the New York Times, a cautionary tale about a reporter who was caught lying and plagiarizing in many of the stories that he wrote. Through his actions, Blair destroyed his career in journalism. Through learning what not to do in journalism, students are reminded of the need for media professionals to be ethical in their everyday lives, which includes taking EDI into account.*

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.

*No special considerations.*

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

*A new print copy of the required textbook, Media Law in Canada, costs \$101.00. Students do not have to buy any other books or materials for this course as it is currently taught.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> MACS 369                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Media Law and Ethics<br><b>Course Short Title:</b> Media Law & Ethics                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Culture, Media & Society                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Explores key issues in media ethics such as fairness, respect, and truthfulness. Also explores key issues in media law such as copyright, defamation, and privacy.<br><br>Note: Students with credit for JRNL 369 cannot take this course for further credit.                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including 3 credits of CMNS, JRNL, or MACS.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>JRNL 369</b><br>Cross-listed with:<br>Equivalent course(s): <b>JRNL 369</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</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>60</b></td> </tr> </table>                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 30, 2025; March 2026                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Explain the basic structure and functioning of the legal system as it applies to journalism and the media in Canada.
2. Identify legal and ethical issues as they pertain to the media in Canada, including misrepresentation and discrimination based on socially constructed difference.
3. Explain how to represent Indigenous people ethically and how greater inclusivity is needed for Indigenous professionals in the media.
4. Evaluate different perspectives towards a legal or ethical issue related to journalism and the media.
5. Analyze the legal and ethical challenges that media professionals face in their everyday responsibilities.
6. Describe the legal and moral courses of action in various professional situations.
7. Assess whether decisions taken by real-life media professionals are based on sound ethical and legal values.
8. Apply principles of ethical decision-making to media-related issues.

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

|             |     |              |     |              |     |
|-------------|-----|--------------|-----|--------------|-----|
| Final exam: | 25% | Assignments: | 50% | Midterm exam | 25% |
|             | %   |              | %   |              | %   |

**Details:**

Assignments include two assignments (20% each) and participation (10%).

**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, in-class discussions, group discussions, student-led activities, videos, music and practice tests.

**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    | Jobb, Dean                            | Media Law in Canada, 4th ed.                                                                  | 2023 |
| 2. Book    | Tawfik, Myra                          | For the Encouragement of Learning: The Origins of Canadian Copyright Law                      | 2023 |
| 3. Book    | Walters, Heather                      | Communication Ethics: Promoting Truth, Responsibility, and Civil Discourse in a Polarized Age | 2024 |
| 4. Article | Young, Mary Lynn, and Candis Callison | "When Gender, Colonialism, and Technology Matter in a Journalism Startup," Journalism 22(1).  | 2017 |
| 5.         |                                       |                                                                                               |      |

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

None.

**Course Content and Topics**

- Freedom and respect for freedom in the media
- Libel and slander: principles of defamation law
- Online communication and the law
- Taking advantage of laws on freedom of information
- Reporting on the criminal courts
- Contempt of court: what it is and how to avoid it
- Publication bans: when to respect them, when to contest them
- When and why to protect confidential sources
- Copyright law and copyright infringement
- Avoiding conflict-of-interest situations
- Privacy from a legal standpoint
- Sex, violence and coarse language: how far is too far?
- Codes of conduct, press councils and ombudspersons
- Media ethics and Indigeneity

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** February 23, 2026

**Subject:** Proposal for revision of *HSER 120 (Interpersonal Communications for Human Services)*

*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:**

- *Prerequisite Change*

The prerequisite has been revised from “None” to “Meet the prerequisites for CMNS 125 or ENGL 105” to ensure that students taking this course have a basic level of English proficiency to be successful in this course.

- *Learning Outcomes Change*

The overall number of learning outcomes was reduced from 13 to eight. Firstly, learning outcomes #4, #10, #11, and #12 were condensed into learning outcome #7 as they all relate to basic communication skills. Secondly, we removed learning outcome #5 as several theories and models may be addressed throughout the course, all of which are not listed in the learning outcomes. Thirdly, we removed learning outcome #9, as responding styles are addressed when discussing verbal communication skills (#4) and they do not need to be highlighted in the learning outcomes. Fourthly, we added reference to "verbal communication skills" to learning outcome #4 to better reflect course content (i.e., added to the previous learning outcome #8). Fifthly, we added learning outcome #8, as self-care and wellness is included in the course content.

- *Texts and Resource Material Change*

The textbook for this course was updated to reflect the most recent edition.

- *Evaluation Methods Change*

The evaluation methods for this course were revised to reflect more variety in evaluation methods, such as quizzes rather than exams.

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

As indicated above, learning outcomes have been condensed but have not otherwise been substantially changed.

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

Yes, this course is required by the Inclusive Education Assistant (IEA) certificate. The prerequisite change will not affect this program, since "evidence of having met the prerequisites for CMNS 125 or ENGL 105" is a requirement for the IEA program.

[https://www.ufv.ca/calendar/current/ProgramsC-E/EDUC\\_IEA.htm#program-outline](https://www.ufv.ca/calendar/current/ProgramsC-E/EDUC_IEA.htm#program-outline)

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 includes discussions on cultural humility and safety, as well as content related to Indigenous perspectives and approaches in relation to interpersonal communication. For example, class content often includes discussion on the use of silence, circles, storytelling, and oral traditions in Indigenous cultures. Many instructors have also invited Indigenous guest speakers to share their knowledge on these subjects and engage classes in circle protocols.

Consequently, upon successful completion of this course, students will be able to "practice cultural humility and safety when engaging with Indigenous and ethno-cultural communities", per learning outcome #3.

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

This course includes content related to diversity, cross-cultural communication, and cultural safety. As such, the influence of culture, gender, age, diverse abilities, and other factors are considered in relation to interpersonal communication.

In addition, students reflect on their identity, worldview, and experiences of privilege and oppression through a critical self-reflection assignment. Further, students reflect upon how their worldview has shaped their communication skills, style, and interactions with others. This is an important assignment for students to make connections between their values, beliefs, and actions and increase self-awareness when engaging with clients in the field.

Consequently, upon successful completion of this course, students will be able to "describe the influence of identity, power, privilege, oppression, and worldview on interpersonal

communications" and "distinguish between personal values and professional duties and obligations" per learning outcomes #1 and #2.

- 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.**

Not applicable.

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

Copies of this textbook are available **on reserve** and **in circulation** in the UFV library.

Licenses for electronic copies of the textbook (2<sup>nd</sup> ed.) are available for \$53.99 (180 days), \$62.30 (1 year), and \$83.06 (lifetime) through VitalSource: <https://www.vitalsource.com/en-ca/products/working-with-people-louise-harms-joanna-pierce-v9780199029907>

A print copy of the textbook (2<sup>nd</sup> ed.) is available for \$125.99 through Oxford University Press: <https://www.oupcanada.com/catalog/9780199029860.html>

**CWC comments and responses:**

- Admission to UFV already requires English language proficiency, so the increased prerequisite seems redundant. Is there evidence that students have not been successful in this course to support this change?

*Yes, there is evidence to support this change. Multiple instructors of this course have reported that students with weaker English language skills routinely do poorly, or fail, this course.*

*Students require a strong command of the English language in order to summarize and paraphrase content in conversation, which are key skills that must be demonstrated in the course. In addition, instructors have reported that students with weaker English language skills also struggle with lectures and understanding assignment instructions.*

- If a change to prerequisites is necessary, UEC Pre-Check recommends "English 12 with a C+" rather than referring to the prerequisites for other courses.

*This recommendation is too limiting. If we cannot refer to the prerequisites for other courses, then the pre-reqs should be listed in full as follows (per CMNS 125):*

*"One of the following: (C+ or better in English Studies 12, English First Peoples 12, or English 12) or (CPT score of 48) or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at [www.ufv.ca/calendar/current/General/EnglishProficiency.htm](http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm)."*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1991  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> HSER 120                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Interpersonal Communications for Human Services<br><b>Course Short Title:</b> Interpersonal Communications                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Introduces students to effective interpersonal communications for human services. Topics include active listening, building rapport, conflict resolution, cultural humility, emotional intelligence, empathy, Indigenous cultural safety, personal and professional values, use of self, verbal and non-verbal communications, paraphrasing, questioning, and worldview. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                          |           | None.<br>Note: As of September 2027, prerequisites will change to one of the following: (C+ or better in English Studies 12, English First Peoples 12, or English 12), CPT score of 48, or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> . |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b>                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                          |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</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 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |

**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 influence of identity, power, privilege, oppression, and worldview on interpersonal communications.
2. Distinguish between personal values and professional duties and obligations.
3. Practice cultural humility and safety when engaging with Indigenous and ethno-cultural communities.
4. Recognize the importance of, and use of, verbal and non-verbal communication skills.
5. Articulate the difference between physical, social, practical, spiritual, and emotional use of self.
6. Identify different conflict styles and conflict resolution skills.
7. Demonstrate effective interpersonal communication skills, including active listening, engagement, rapport building, paraphrasing, summarizing, and use of questions.
8. Develop a balanced personal and professional wellness plan.

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

|              |     |                        |     |  |   |
|--------------|-----|------------------------|-----|--|---|
| Assignments: | 50% | Quizzes/tests/midterm: | 20% |  | % |
| Project:     | 30% |                        | %   |  | % |

**Details:**

Project: demonstration of skills video

**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 be conducted in lecture/discussion style with experiential learning activities, demonstrations of skills, skills practice, role plays, videos, guest lectures, and group discussions.

**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 | Pierce, J., Harms, L., & Kyle, L.      | <i>Working with people: Interviewing and assessment skills for human service and social work practice</i> (Canadian edition) | current |
| 2. Other    | School of Social Work & Human Services | <i>HSER 120: Interpersonal communications course pack</i>                                                                    | current |
| 3.          |                                        |                                                                                                                              |         |
| 4.          |                                        |                                                                                                                              |         |
| 5.          |                                        |                                                                                                                              |         |

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

**Course Content and Topics**

- Nature of interpersonal communication skills
- Influence of identity, power, privilege, oppression, and worldview on interpersonal communications
- Active listening skills, including physical and psychological attending
- Nonverbal communication, including body language and minimal encouragers
- Paraphrasing to understand and to empathize
- Effective responding styles
- Managing difficult conversations
- Establishing a good working relationship
- Effective use of self, including physical, social, practical, spiritual, and emotional
- Cultural humility and safety, including Indigenous ways of communication
- Effective use of questions
- Conflict styles and conflict resolution
- Personal and professional self-care

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** March 6, 2026

**Subject:** Proposal for revision of *HSER 140 (Introduction to Indigenous-Centred Human Services)*

*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

**2. Rationale for change:**

*a) Calendar Description Change*

Revisions were made to the calendar description to more accurately reflect course content, including reference to cultural safety, the ongoing impact of colonization, and the “distinct histories, experiences, and worldviews” of Indigenous Peoples in Canada.

*b) Prerequisite and Pre/Corequisite Change*

- i. Firstly, the prerequisite has been revised from “Admission to the Social Service Worker diploma” to “Admission to the Social Service Worker certificate or diploma” because this is a required course for both programs.
- ii. Secondly, we added the language “with a C or better” to both the HSER 120 and SOWK 110 pre/corequisites because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by retaking the course) and reduce the risk of delaying program completion.

c) *Delivery Methods*

The “delivery mode” has been updated to reflect “face-to-face only” for this course given the experiential nature of the course, including circles that are typically used in classes.

d) *Total Hours*

The “typical structure of instructional hours” has been updated to “45” hours for lecture/seminar, from “30” for this category and “15” for “experiential (field trip)”. This is to reflect the change in the OCO that any field trips are optional. The total number of course hours (45) is unchanged.

e) *Learning Outcomes Change*

Revisions were made to the learning outcomes to reduce the overall number from 9 to 8, improve succinctness, and more accurately reflect course content. For example, the learning outcomes now reflect the “distinct experiences of colonization” and include several key concepts such as cultural humility, intersectionality, trauma-informed care, allyship, wellness, and Indigenous self-determination, self-governance, and sovereignty.

f) *Evaluation Methods Change*

The 10% allocated to “field experience” was removed from the evaluation methods to reflect that any field trips in the course are optional. This 10% was added to “assignments”, with the breakdown for the other evaluation methods remaining the same.

g) *Texts and Resource Material Change*

The textbook for this course was updated to reflect the current text that is used in the course (*Ways of Knowing: An Introduction to Native Studies in Canada* by Yale D. Belanger). The other resource material (a course pack) remains unchanged.

h) *Course Content and Topics*

This section of the OCO was revised to align with the changes 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?**

No, this course is not required by any program outside the SWHS.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 is intended to introduce SSW certificate and diploma students to human service practice with Indigenous Peoples. As such, all eight learning outcomes are related to decolonization, Indigenization, and reconciliation. For example, the course covers content related to the distinctions-based history of human services and colonization; Indigenous vs. non-Indigenous worldviews; cultural humility and safety; trauma-informed care; allyship; and Indigenous self-determination, self-governance, and sovereignty.

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

Per above, this course is intended to introduce SSW certificate and diploma students to human service practice with Indigenous Peoples; as such, all course content is related to decolonization, Indigenization, and reconciliation. Further, the content reflects the diversity of Indigenous Peoples' experiences by utilizing a distinctions-based and intersectional approach; for example, this lens is applied in understanding the unique histories of colonization of First Nations, the Inuit, and Métis Nation.

In addition, this course is typically taught by an Indigenous faculty member; as such, instructional methods reflect Indigenous values, worldviews, and approaches like smudging, circles, and field trips. This increases students' exposure to, awareness of, and respect for Indigenous ways of knowing, being, and doing.

**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 typically includes an optional field trip, which is included in the course syllabus and discussed in advance with students. Also, given the experiential nature of this course, and to facilitate engagement in circle protocols, the class size is limited to 24 students.

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

- a) **Course pack:** Free (comprised of open-access materials)
- b) **Field trip:** The SWHS covers most of the costs associated with HSER 140 field trips (e.g., honorarium for Elders); however, students are required to cover mileage costs, which can vary depending on the location though they are encouraged to carpool to share the cost. For example, roundtrip to the Telmexw Awtextw Healing Centre at the Sts'ailes First Nation from the Abbotsford campus is approximately 107 km, or \$63.25 in mileage, which divided by four students is \$15.81 for the trip.
- c) **Textbook (4<sup>th</sup> Edition):** \$80.00 USD for an interactive e-text to read and study, or \$92.00 USD for an interactive e-text to read, study, and complete assessments  
<https://tophat.com/catalog/social-sciences/sociology/full-course/ways-of-knowing-4e/4689/>



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2020  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> HSER 140                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Indigenous-Centred Human Services<br><b>Course Short Title:</b> Intro Indigenous-Centred HS                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Introduces Indigenous-centred human services in Canada in relation to the distinct histories, experiences, and worldviews of the First Nations, the Inuit, and the Métis Nation. Explores how colonization continues to impact Indigenous Peoples. Examines Indigenous-settler relationships and culturally safe practices within human services.                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Social Service Worker certificate or diploma.                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | HSER 120 and SOWK 110.                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <b>Date of meeting:</b> March 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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 history of human services as it relates to the distinct experiences of colonization among the First Nations, the Inuit, and the Métis Nation historically and presently.
2. Differentiate between Indigenous and non-Indigenous worldviews to critically examine Indigenous-settler relationships.
3. Integrate cultural humility and safety by respecting and honouring Indigenous protocols and ways of doing, knowing, and being.
4. Explore distinctions-based and intersectional Indigenous experiences of racism, discrimination, and intergenerational trauma.
5. Demonstrate trauma-informed care and respectfully align with Indigenous healing.
6. Engage in wellness, allyship, and intentional use of self within Indigenous-centred practice.
7. Affirm Indigenous self-determination, self-governance, and sovereignty.
8. Apply a foundational understanding of decolonization, Indigenization, and reconciliation.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Project:     | 40% | % | % |

**Details:**

Assignments include 10% participation. Students are required to actively participate in class discussions and circles. This is important both for effectively engaging with clients and families and to reflect Indigenous principles, values, and ethics, particularly in relation to oral traditions. Students may also participate in a holistic self-assessment to discuss what they contributed to, and learned in, circle.

**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, experiential activities, and guest speakers.

**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. Other    | Course pack           |                                                                     |         |
| 2. Textbook | Belanger, Y.          | <i>Ways of knowing: An introduction to native studies in Canada</i> | Current |
| 3.          |                       |                                                                     |         |
| 4.          |                       |                                                                     |         |
| 5.          |                       |                                                                     |         |

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

**Course Content and Topics**

- Introduction
- Indigenous and non-Indigenous worldviews
- The distinct experiences of colonization for the First Nations, the Inuit, and the Métis Nation
- Indigenous protocol and practices
- Residential schools, Sixties Scoop, and Millenium Scoop
- Distinctions-based Indigenous experiences of racism, discrimination, and intergenerational trauma
- Trauma-informed care and Indigenous healing
- Indigenous-centred human services practice
- Indigenous self-determination, self-governance, and sovereignty
- Cultural humility and safety
- Wellness, allyship, and intentional use of self
- Decolonization, Indigenization, and reconciliation
- Truth and Reconciliation Commission's Calls to Action, the National Inquiry into MMIWG Calls for Justice, and the United Nations Declaration on the Rights of Indigenous People

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** March 6, 2026

**Subject:** Proposal for revision of *HSER 200 (Interview and Assessment Skills for Human Services)*

*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

**2. Rationale for change:**

*a) Calendar Description Change*

Minor revisions were made to the calendar description to improve succinctness and include the key concept of “client-centred approaches”.

*b) Prerequisite Change*

- i. Firstly, we added the language “with a C or better” to “HSER 120” because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and, as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by re-taking the course) and reduce the risk of delaying program completion.
- ii. Secondly, we added “Admission to the Social Service Worker certificate or diploma” as a prerequisite because this course is intended for certificate and diploma students. As such, this prerequisite helps to ensure that students apply and are admitted to one of these programs, and that there are enough HSER 200 seats for students enrolled in our programs.
- iii. Thirdly, we added “HSER 130” as a prerequisite because we want students to complete HSER 200 in their third or fourth semester (i.e., year two of the diploma program), and after their first practicum (HSER 130). At present, students can complete both communications courses (HSER 120 and HSER 200) before their first practicum; however, the intention is that

students should complete HSER 200 after their practicum so that they can draw on some practice experience in those classes. As such, adding HSER 130 as a prerequisite helps to ensure that students complete the program in the intended sequence.

In addition, ensuring students complete the program in the intended sequence facilitates course and practicum planning—as we are better able to predict enrollment numbers—and it also helps to ensure that there are enough HSER 200 seats for students enrolled in the certificate and diploma programs.

c) *Delivery Methods*

The “delivery mode” has been updated to reflect “face-to-face only” for this course given the experiential nature of the course.

d) *Total Hours*

The “typical structure of instructional hours” has been updated to “45” hours for lecture/seminar, from “30” for this category and “15” for “tutorials/workshops”. The current structure of the course does not include tutorials or workshops. The total number of course hours (45) is unchanged.

e) *Learning Outcomes Change*

Revisions were made to the learning outcomes to reduce the overall number from 10 to 8, improve succinctness, and more accurately reflect course content, including concepts related to critical self-reflection, cultural humility, empathy, and ethical notetaking.

f) *Evaluation Methods Change*

We replaced the 30% on exams for quizzes/tests/midterm to increase evaluation options.

g) *Course Content and Topics*

This section of the OCO was revised to align with the changes 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?**

No, this course is not required by any program outside the SWHS.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 includes discussion on cultural safety and humility with Indigenous peoples and diverse communities. Consequently, upon successful completion of this course, students will be able to “demonstrate cultural humility during interviews and assessments”, per learning outcome #3.

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

Per above, this course covers content related to cultural safety and humility with Indigenous people and diverse communities. It also engages students in critical self-reflection through both assignments and in-class discussions, wherein issues related to equity, diversity, and inclusion are typically explored.

**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 a skills-based course, the class size is limited to 24 students.

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

a) Textbook: *Skills for human service practice: Working with individuals, groups, and communities* by O'Hara et al. (2016)

- **Print (2<sup>nd</sup> ed.)**: Oxford University Press

- \$166.99 CAD

<https://www.oupcanada.com/catalog/9780199011827.html>

- **E-text (2<sup>nd</sup> ed.)**: Vital Source

- \$57.99 CAD (180 day license)

- \$66.92 CAD (1 year license)

- \$89.22 CAD (lifetime license)

<https://www.vitalsource.com/en-ca/products/skills-for-human-service-practice-working-with-agi-o-39-hara-zita-weber-kathy-v9780199011834?srsId=AfmBOoq8DtEQmOX-8Q-hH2NGvVwkdYx0xyobkac4X6FIWsB-8ihi9ro>



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1994  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> HSER 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Interview and Assessment Skills for Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Interview & Assessment Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Develops competencies in interviewing, assessment, and intervention. Students practice interpersonal communication skills in the context of a helping relationship, engage in reflective practice, and demonstrate the use of a client-centred approach. Students explore their own worldview, values, and beliefs in relation to helping others.                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | HSER 120.<br>Note: As of September 2027, prerequisites will change to admission to the Social Service Worker certificate or diploma, HSER 120 with a C or better, and HSER 130.                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> May 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Engage in critical self-reflection as it relates to professional practice.
2. Explain how personal values and professional ethics influence the helping relationship.
3. Demonstrate cultural humility during interviews and assessment.
4. Practice client-centered interviewing, assessment, and intervention.
5. Ask effective and timely questions to develop insight and understand the context of the client's situation.
6. Use silence, empathy, and self-disclosure appropriately.
7. Describe theoretical approaches that shape the helping relationship.
8. Utilize appropriate documentation skills, including ethical notetaking.

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

|              |     |                        |     |  |   |
|--------------|-----|------------------------|-----|--|---|
| Assignments: | 30% | Quizzes/tests/midterm: | 30% |  | % |
| Project:     | 40% |                        | %   |  | % |

**Details:**

Assignments include 10% participation. This will include individual reflective practice activities and engagement with interviewing and assessment practice in class.

**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, reflective practice activities, and direct skills practice demonstration.

**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 | O'Hara, A., Weber, Z., & Levine, K. | <i>Skills for human service practice</i> | Current |
| 2.          |                                     |                                          |         |
| 3.          |                                     |                                          |         |
| 4.          |                                     |                                          |         |
| 5.          |                                     |                                          |         |

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

**Course Content and Topics**

- Reflective practice
- Professional values and ethical practice
- Professional use of self
- Notetaking and documentation
- Interviewing skills and developing therapeutic rapport
- Conducting assessments and theoretical approaches
- Cultural safety with Indigenous people and diverse communities
- Advocacy in practice
- Managing conflict and working effectively with interdisciplinary teams
- Working effectively with groups
- Client-centered practice

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** February 23, 2026

**Subject:** Proposal for revision of *SOWK 225 (Human Development and Social Work)*

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

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

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

**2. Rationale for change:**

*a) Title*

We have changed the title of this course from “Human Behaviour and the Social Environment” to “Human Development and Social Work” to more accurately reflect the course content (i.e., development vs. behaviour) and the focus on social work.

In addition, a scan of program titles of comparable courses in Social Service Worker diploma programs in BC revealed that seven of eight institutions with a required course in this subject area use the word “development” or “developmental” instead of behaviour. As such, replacing the word “behaviour” with “development” aligns with other courses and may facilitate transfers from other institutions.

*b) Calendar Description*

Revisions were made to the calendar description to reduce the length (down from 106 words), improve succinctness, and more accurately reflect the course content; for example, the previous calendar description omits concepts related to spiritual development, the social determinants of health, and practice with Indigenous, marginalized, and diverse populations.

*c) Prerequisite Changes*

Several revisions have been made to the prerequisites.

- i. The prerequisite “PSYC 101 recommended” has been revised to “PSYC 102 or PSYC 101” to provide students with more options, and to reflect that PSYC 102 is “recommended” based on student success in these two courses. We have found students have greater

success in achieving a grade of C or better in PSYC 102; thus, the order of these two courses reflects that PSYC 102 is recommended to ensure successful and timely completion of the program.

- ii. We have changed “SOWK 110” from a pre/corequisite to a prerequisite to ensure that students have completed this introductory-level course before taking SOWK 225. Also, we have added the language “with a C or better”, because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by re-taking the course) and reduce the risk of delaying program completion.
- iii. We have added “CMNS 125 or ENGL 105” as a prerequisite to ensure that students taking this course have a basic level of English proficiency to be successful in this course.

*d) Learning Outcomes Change*

Revisions were made to the learning outcomes to reduce the overall number from 13 to 5; improve succinctness; and more accurately reflect the course content, including content related to colonization and systemic racism.

*e) Texts and Resource Materials*

The textbook has been revised to one that explores human development and life stages through an Indigenous lens.

**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?**

Yes, this course is required by the Inclusive Education Assistant (IEA) program. Changes to the prerequisites will not affect this program for the following reasons:

- “Evidence of having met the prerequisites for CMNS 125 or ENGL 105” is a requirement for the IEA program ([https://www.ufv.ca/calendar/current/ProgramsC-E/EDUC\\_IEA.htm#program-outline](https://www.ufv.ca/calendar/current/ProgramsC-E/EDUC_IEA.htm#program-outline));
- The addition of PSYC 102 provides more options for students; and
- Changing SOWK 110 from a pre/corequisite to a prerequisite does not increase the overall number of required courses, it simply requires planning to ensure SOWK 110 is taken before SOWK 225. (Note: The only prerequisite for SOWK 110 is “CMNS 125 or ENGL 105”, which is already required by the IEA program).

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 \(UNDRIP\)](#).**

The content of this course has been updated to reflect Indigenous understandings of human development across the life span. This has been facilitated by the trial, and introduction, of a new Indigenous text for this course.

Consequently, upon successful completion of this course, students will be able to “explain the influences of colonization and systemic racism on Indigenous people’s development”, per learning outcome #5.

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

This course includes content on the social determinants of health (SDH) and their influence on human development. The SDH refer to structural factors that shape health, wellbeing, and social inclusion, including oppression based on gender, race, culture, and other aspects of identity. As such, discussions on the SDH relate to intersectionality and the key concepts of equity, diversity, and inclusion.

Consequently, upon successful completion of this course, students will be able to “examine how the social determinants of health influence human development” per learning outcome #3.

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.**

Not applicable.

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

This is a zero-textbook cost (ZTC) course; the required textbook is accessible for free online through the UFV library.

**CWC comments and responses:**

- As with HSER 120, the rationale for adding CMNS 125 or ENGL 105 is not sufficient. Is there evidence that students without these have not been successful in this course?

*Yes, there is evidence to support this change. There have been a number of students with inadequate English language skills that have done poorly, or failed, this course. This course requires more advanced language skills because the material is more complex than some of the introductory (100-level courses); specifically, this course discusses key concepts and theories related to human development.*

- Previous learning outcomes #3-8 appear to have been collapsed into the new learning outcome #2, but this has eliminated a lot of information. Should some of the previous details continue to be specifically reflected?

*No, there is no need to include additional detail. There was much repetition in the previous learning outcomes, with #3 to #9 each referring to developmental theories and/or aspects of critical analysis. It is much more succinct to use the language "Critically analyze developmental theories", as written in the new learning outcome #2, as "critical analysis" in our discipline is understood to encompass critiques related to all systems of oppression, including racism (#4, #6, #9); sexism (#7, #8, #9); and ableism, homophobia, transphobia, xenophobia, Islamophobia, etc. (#7, #9).*

*In addition, learning outcome #3, which references specific developmental models/theories was removed because examples, in general, are absent from our learning outcomes. Also, learning outcome #5 was retained, though reworded per #4, to reflect the connection between social work and developmental theories.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> SOWK 225                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Human Development and Social Work<br><b>Course Short Title:</b> Human Development & Soc Work                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on bio-psycho-social-spiritual development across the lifespan. Critically examines the relationship between human development and the social determinants of health. Explores and critiques how social work and developmental theories inform practice with Indigenous, marginalized, and diverse populations.                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           | None.<br>Note: As of September 2027, prerequisites will change to (CMNS 125 or ENGL 105), (PSYC 101 or PSYC 102), and SOWK 110 with a C or better.<br>Note: PSYC 102 is recommended.                                                                                                                                                                                                                                                                                                                |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | SOWK 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> ) |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>32</b> |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45               |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |                  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | December 5, 2025 |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | April 12, 2026   |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | June 19, 2026    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify the processes of bio-psycho-social-spiritual development from conception through late adulthood.
2. Critically analyze developmental theories.
3. Examine how the social determinants of health influence human development.
4. Explore the implications for practice in the context of social work and developmental theories.
5. Explain the impact of colonization and systemic racism on Indigenous peoples' development.

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

|                        |     |              |     |   |
|------------------------|-----|--------------|-----|---|
| Final exam:            | 20% | Assignments: | 65% | % |
| Quizzes/tests/midterm: | 15% |              | %   | % |

**Details:**

Assignments include a class presentation (20%), an analysis of child/adolescent (15%), and a major paper (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.)*

This course will be taught using a combination of lectures, class discussions, student presentations, videos, guest speakers and field visits.

**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 | Anderson, K.          | <i>Life stages and native women: Memory, teachings, and story medicine.</i> | current |
| 2.          |                       |                                                                             |         |
| 3.          |                       |                                                                             |         |
| 4.          |                       |                                                                             |         |
| 5.          |                       |                                                                             |         |

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

**Course Content and Topics**

- Introduction
- Social determinants of health
- Theoretical perspectives
- Infancy and pre-natal development
- Early childhood
- Middle childhood
- Adolescence
- Young adulthood
- Middle adulthood
- Late adulthood

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** February 23, 2026

**Subject:** Proposal for revision of *SOWK 283 (Introduction to Social Work Practice with Families)*

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

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

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

**2. Rationale for change:**

*a) Calendar Description*

A few minor revisions were made to the calendar description to improve succinctness.

*b) Prerequisite Changes*

- i. Firstly, we added the prerequisite “Admission to the Social Service Worker certificate or diploma” because this is a course that is intended for certificate and diploma students.
- ii. Secondly, we added the language “with a C or better” to both the HSER 120 and SOWK 110 prerequisites because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by re-taking the course) and reduce the risk of delaying program completion.

*c) Learning Outcomes Change*

Minor revisions were made to the learning outcomes to improve succinctness. The overall number of learning outcomes (eight) is unchanged.

*d) Texts and Resource Materials*

The authors of the textbook have been revised to reflect the most recent edition. Another textbook was removed.

- 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?**

No.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 includes content that explores the impact of colonization and historical trauma on family functioning.

Consequently, upon successful completion of this course, students will be able to “articulate the impact of cultural stories on family functioning, including historical trauma influences”, and “examine the impact of colonization on Indigenous families” per learning outcomes #4 and #6.

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

Per the calendar description, this course “explores diverse family structures, functioning, and development from a variety of theoretical perspectives”; as such, content related to diversity is integrated throughout the course, including discussions related to culture.

Consequently, upon successful completion of this course, students will be able to “examine the diversity of families from intergenerational and cultural perspectives” per learning outcome #5.

- 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.**

Not applicable.

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

Licenses for electronic copies of the textbook (5<sup>th</sup> ed.) are available for \$64.99 (180 days), \$74.99 (1 year), and \$99.98 (lifetime) through VitalSource: [https://www.vitalsource.com/en-ca/products/introduction-to-family-social-work-donald-collins-catheleen-v9780197666289?srsItd=AfmBOor9OVu6MlImxnkQLnYnXXXOy37DyBNXbelw\\_PXW2FKws9SxzuTBg](https://www.vitalsource.com/en-ca/products/introduction-to-family-social-work-donald-collins-catheleen-v9780197666289?srsItd=AfmBOor9OVu6MlImxnkQLnYnXXXOy37DyBNXbelw_PXW2FKws9SxzuTBg)

A print copy of the textbook (5<sup>th</sup> ed.) is available for \$135.99 through Oxford University Press: <https://www.oupcanada.com/catalog/9780197666265.html>



**ORIGINAL COURSE IMPLEMENTATION DATE:** February 1994  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> SOWK 283                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Introduction to Social Work Practice with Families<br><b>Course Short Title:</b> Social Work with Families                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> School of Social Work & Human Service                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Introduces social work practice with families. Explores diverse family structures, functioning, and development from a variety of theoretical perspectives. Students will learn to engage with and assess family interactional patterns.                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | HSER 120 and SOWK 110.<br>Note: As of September 2027, prerequisites will change to admission to the Social Service Worker certificate or diploma, HSER 120 with a C or better, and SOWK 110 with a C or better.                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                     |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |

**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 family as a developmental and relational system.
2. Critically examine assumptions about the meaning of family.
3. Explain the role of family stories as they influence identity formation.
4. Articulate the impact of cultural stories on family functioning, including historical trauma influences.
5. Examine the diversity of families from intergenerational and cultural perspectives.
6. Examine the impact of colonization on Indigenous families.
7. Identify family relationship issues in the areas of substance use, family violence, and mental health.
8. Apply family engagement and assessment skills, including referrals to appropriate community resources.

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

|             |     |              |     |          |     |
|-------------|-----|--------------|-----|----------|-----|
| Final exam: | 30% | Assignments: | 35% | Project: | 35% |
|             | %   |              | %   |          | %   |

**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.)*

Instructional methods include family storytelling, interactional dialogue, small and large group discussions of case studies, clinical demonstrations through role play and streaming video, guest speakers, and published family studies research. Student-led presentations will also be used.

**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 | Collings, D., Jordan, C., Coleman, H., Collins, T., & Cory, D. | <i>An introduction to family social work</i> | current |
| 2.          |                                                                |                                              |         |
| 3.          |                                                                |                                              |         |
| 4.          |                                                                |                                              |         |
| 5.          |                                                                |                                              |         |

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

**Course Content and Topics**

- Introduction to social work practice with families
- Defining family
- Family systems and subsystems
- Birth order and gender
- Practical aspects of family social work
- Couple relationships
- Couple relationships and the role of parenting
- Indigenous parenting and the impact of residential schools
- Family interactional patterns and the trauma of family violence
- Family interactional patterns and substance use
- Family interactional patterns and mental health

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services

**Date:** March 6, 2026

**Subject:** Proposal for revision of *SOWK 297 (Introduction to Mental Health and Substance Use)*

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

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

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

**2. Rationale for change:**

*a) Calendar Description Change*

Minor revisions were made to the calendar description to improve succinctness, update language, reference engagement with diverse populations, and include several key concepts including harm reduction, trauma-informed care, and family-centred practice.

*b) Prerequisite and Pre/Corequisite Change*

We made the following changes to the prerequisites:

- i. Firstly, we added the language “with a C or better” to “HSER 120” because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by retaking the course) and reduce the risk of delaying program completion.
- ii. Secondly, we revised “Admission to the Social Service Worker diploma” to “Admission to the Social Service Worker certificate or diploma” because this is a required course for both programs.
- iii. Thirdly, we added “SOWK 110 with a C or better” and “PSYC 102 or 101” as prerequisites for this course because both courses are introductory; SOWK 297 is intended to build on these

courses. Also, per above, we included the language “with a C or better” for SOWK 110 to address the limitation in the registration system and prevent delays in program completion.

We made the following changes to the pre/corequisites:

- i. We added “HSER 130” as a pre/corequisite because we want students to complete SOWK 297 before or during their first practicum (HSER 130), which helps ensure that students are immediately applying skills and knowledge related to mental health and substance use in the field. As such, adding HSER 130 as a prerequisite helps to ensure that students complete the program in the intended sequence and learning progression.
- ii. We added “HSER 140 with a C or better” as a pre/corequisite because this is a foundational course, which is intended to be completed before or during SOWK 297.

c) *Delivery Methods*

The “delivery mode” has been updated to reflect “may be offered in multiple delivery modes” for flexibility.

d) *Total Hours*

The “typical structure of instructional hours” has been updated to “45” hours for lecture/seminar, from “30” for this category and “15” for “tutorials/workshops”. The current structure of the course does not include tutorials or workshops. The total number of course hours (45) is unchanged.

e) *Learning Outcomes Change*

Revisions were made to the learning outcomes to reduce the overall number from 11 to 8, improve succinctness, and more accurately reflect course content, including concepts related to family-centred practice, group skills, safety, mental health planning, cultural safety with diverse communities, and wellness planning.

f) *Evaluation Methods Change*

The final exam (25%) was replaced with “Assignments” for more flexibility. The other evaluation methods remain unchanged (reflection paper 25%, case review 25%, quizzes/tests/midterm 25%).

g) *Texts and Resource Materials*

Three of the recommended textbooks were removed and one remains unchanged (*Mental health social work practice in Canada* by Regehr and Glancy).

h) *Course Content and Topics*

This section of the OCO was revised to align with the changes 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?**

No, this course is not required by any program outside the SWHS.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding 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 includes discussion on Indigenous perspectives and approaches to mental health and substance use. Consequently, upon successful completion of this course, students will be able to “explores Indigenous perspectives of, and approaches to, mental health, substance use, wellness, healing, and treatment”, per learning outcome #6.

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

Content related to equity, diversity, and inclusion is addressed throughout this course. In addition to discussions related to Indigenous perspectives and approaches, per above, the course also addresses cultural safety in relation to diverse communities. Also, students engage in critical discussions related to the impact of mental health and substance use disorders, such as experiences related to discrimination and stigmatization.

Consequently, upon successful completion of this course, students will be able to “describe the psychological, social, and economic impact of mental health and substance use disorders” per learning outcome #3 and “engage in culturally safe practice with diverse communities”, per learning outcome #7.

**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.).**

Not applicable.

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

Textbook: *Mental health social work practice in Canada, 3<sup>rd</sup> ed.* (Regehr & Glancy, 2022)

- Print: \$103.99 CAD (Oxford University Press)  
<https://oupcanada.com/catalog/9780199037032.html>
- E-text: Vital Source
  - 180 day license: \$43.99 CAD
  - 1 year license: \$50.76 CAD
  - Lifetime license: \$67.68 CAD

<https://www.vitalsource.com/en-ca/products/mental-health-social-work-practice-in-canada-cheryl-regehr-graham-glancy-v9780199037063?srsId=AfmBOodNe0mRHvZGvj3iYch2iVOxsYvIb9PZxZhNfR2vS0j9JegAmSE>



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2027  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2032  
**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> SOWK 297                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Mental Health and Substance Use<br><b>Course Short Title:</b> Mental Health & Substance Use                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>An introduction to current theories, models, and practices relating to mental health and substance use. Topics include assessment, evidence-based treatment, and practice approaches including harm reduction, trauma-informed care, and family centred practice. Explores the impact on, and effective engagement with diverse populations.                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Social Service Worker certificate or diploma, (CMNS 125 or ENGL 105), and HSER 120.<br>Note: As of September 2027, prerequisites will change to admission to the Social Service Worker certificate or diploma, (CMNS 125 or ENGL 105), HSER 120 with a C or better, (PSYC 101 or PSYC 102), and SOWK 110 with a C or better. PSYC 102 is recommended.                                                                                                                    |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None. Note: As of September 2027, pre/corequisites will change to HSER 130 and HSER 140.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  | 0 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> Jun 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Critically reflect on values and theory that shape approaches including harm reduction, trauma-informed care, and family-centred practice.
2. Describe the psychological, social, and economic impact of mental health and substance use disorders.
3. Identify current mental health policies and legislation that impact social work practice.
4. Utilize effective group skills to create safety for the individual, family, and self.
5. Create a family-centred mental health plan.
6. Explore Indigenous perspectives of, and approaches to, mental health, substance use, wellness, healing, and treatment.
7. Engage in culturally safe practice with diverse communities.
8. Develop and implement a wellness plan for a career in social work.

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

|              |     |                        |     |  |   |
|--------------|-----|------------------------|-----|--|---|
| Assignments: | 75% | Quizzes/tests/midterm: | 25% |  | % |
|              | %   |                        | %   |  | % |

**Details:**

Assignments will include a reflection paper (25%) and case review (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.)*

Lectures and seminars.

**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 | Regehr, C. & Glancy, G. | <i>Mental health social work practice in Canada.</i> | Current |
| 2.          |                         |                                                      |         |
| 3.          |                         |                                                      |         |
| 4.          |                         |                                                      |         |
| 5.          |                         |                                                      |         |

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

**Course Content and Topics**

- Introduction
- Historical understanding of mental illness, substance use, and addiction models
- Psychological, social, and economic impact of mental health and substance use
- Ethics, values, and the law
- Conducting effective assessments
- Theories, models, and evidence-based approaches
- Motivational interviewing and brief therapies
- Indigenous perspectives and approaches
- Cultural safety with diverse communities
- Support for individuals with severe mental illness and their families
- Support for individuals with behavioural addiction
- Wellness plan development

# Memo

To: Undergraduate Education Committee  
From: Lin Long, Acting Dean, Faculty of Applied & Technical Studies  
Date: May 1, 2026  
Subject: Program change (Powerline Technician Pre-apprenticeship)

The following motion to approve the change to the Powerline Technician Pre-apprenticeship Certificate was approved by the Applied & Technical Studies Faculty Council today, May 1, 2026.

**Motion:**

That the program change to the Powerline Technician Pre-apprenticeship Certificate be approved, as presented.

**Moved by:** Trevor Murray

**Seconded by:** S. Malek

**Carried.**

Please see the attached package for UEC approval.

# Memo

To: Applied & Technical Studies Faculty Council  
From: Teresa Kisilevich, Dean, Chair  
Date: April 28, 2026  
Subject: Program change (Powerline Technician Pre-apprenticeship)

At its curriculum meeting on April 24, 2026, the Curriculum Committee approved the proposed program name change for the Powerline Technician Pre-apprenticeship Certificate.

The following motion has been put forward by Trevor Murray, Chair, Curriculum Committee:

**Motion:**  
That the program change to the Powerline Technician Pre-apprenticeship Certificate be approved, as presented.

**Moved by:** T. Murray

**Seconded by:** S. Malek

Please see the attached memo from the Curriculum Committee, along with the program change request and my budgetary review.

# Memo

To: Applied & Technical Studies Faculty Council  
From: Trevor Murray, Chair, ATS Curriculum Committee  
Date: April 24, 2026  
Subject: Program change (Powerline Technician Pre-apprenticeship)

At its curriculum meeting today, April 24, 2026, the program name change for the *Powerline Technician Pre-apprenticeship Certificate* was approved. Please forward this to the faculty council for approval.

Please see the attached package for reference.

**Memo for Program Changes**

To: Curriculum Committee, Faculty of Applied & Technical Studies

From: Lin Long, Associate Dean, Applied and Technical Studies

Date: April 16, 2026

**Subject: Program change (Powerline Technician Pre-apprenticeship)**

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

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

2. Rationale for each change identified above:

*The Credentials Policy (#64) says the “University of the Fraser Valley awards credentials, such as degrees, associate degrees, diplomas, and certificates to recognize students’ successful completion of educational programs.” ATS has been offering Powerline Technician Pre-apprenticeship (PLT) program through Industry Services & Part-time Trades for more than a decade. PLT is a full-time, 12-week long program with 480 hours of instruction, which includes 192 hours of theory and 288 hours of practice, and has tuition and fees of almost \$18,000. However, those that complete the full program are not currently eligible to be awarded a certificate, which seems contradictory to the credentials Policy.*

*Furthermore, ATS has been advised that those entering the Powerline Technician Program are not eligible for financial aid under StudentAid BC criteria as it is not recognized as a certificate program at UFV. There are significant interest and numerous applications for this program. However, enrolment has decreased this year due to the high up-front cost of the program and the lack of financial aid that would allow students to overcome this barrier and take this program. The total classroom (192 hours) and practice (288 hours) hours in this program position this credential as a certificate, as per Policy 64. ATS is seeking to have the Powerline Technician Pre-apprenticeship revised to include the conferring of a Certificate upon completion, consistent with Policy 97. This will have the added benefit of making this program student aid eligible.*

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

*There is no change in the program learning outcomes.*

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

*Land acknowledgement is given in both the Orientation and first day of the class. ATS has successful partnerships with local Indigenous communities on trades related training, such as Carpentry Foundation/Culinary Pre-apprenticeship/Explore Trades programs with SASET; Explore Trades programs with Kw'iyeqel Secondary School and Seabird Island Community School; Carpentry Foundation program with Seabird Island College. We will explore the Powerline Technician Pre-apprenticeship program with these local Indigenous communities. We will integrate Indigenous worldviews around land, stewardship and community responsibility into the program delivery, and provide land-based learning environment.*

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?

*This change in the nomenclature of the credential will remove a significant barrier for student pathways because it will allow them to manage their financing of their education through access to StudentAid loans. Ultimately students will gain access to highly paid work in a sector where there are significant labour market needs. Additionally, enrolment in the credential will increase, which will benefit ATS and UFV.*

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

*No.*

8. Identify any available resources that will be used to accommodate the program changes. (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.

*No.*

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.



DATE: April 20, 2026  
TO: Undergraduate Education Committee (UEC)  
CC: Dr. Lin Long, Associate Dean  
FROM: Dr. Teresa Kisilevich, Dean  
RE: Powerline Technician Pre-apprenticeship Certificate

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Thank you for your consideration of the proposed PLT certificate. I have reviewed the budgetary implications of this proposal. Should the nomenclature and structure of this program be changed to allow students to receive a credential, and therefore, financial aid, I believe there will be a positive budgetary impact to the Industry Services budget (which contributes a levy to institutional operations).

Any additional costs due to this change, which are unlikely or minimal at best, will be managed within the budget of this revenue generating program.

Regards,

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

## **Powerline Technician**

### **Trades**

#### **Train for a High Voltage Career**

UFV's Powerline Technician (PLT) program can lead to an exciting and well-paid career in building, maintaining, and repairing the overhead and underground electrical systems that power our world.

The UFV twelve-week Powerline Technician pre-apprenticeship program is delivered in collaboration with instructors from industry-recognized Electrical Industry Training Institute (EITI Global). If you have physical stamina, no fear of heights, and would love the freedom to work outdoors, this career is a great and lucrative option.

#### [Details for Orientation](#)

View orientation/information session and program dates and details. Call 1-888-823-8734 to register for the next available orientation/information session.

**Credential:** Pre-apprenticeship

**Format:** Full time

**Duration:** 12 weeks

**Days and times:** Monday – Friday, 7:30 am – 4:30 pm

**Location:** [Chilliwack —Trades and Technology Centre](#)

**Tuition\*:** \$13,210.00

**Additional costs:** Tools and textbooks \$4,457.78

**Start dates:** April, September

#### **Application deadline:**

Interested applicants are strongly encouraged to attend the free orientation/information session and will participate in a mandatory assessment interview for program admission.

\* Tuition subject to change without notice. [Textbooks](#) are not included in tuition.

## Employment facts

Powerline technicians are employed by electric power companies, electrical contractors, public utilities, equipment suppliers or mining companies. The demand for electrical power keeps rising as society adopts new technologies. With an expected wave of older workers soon to retire, this trade is currently in high demand.

The Government of Canada's Job Market Report 2015-2024 reveals that, the demand for electrical powerline and cable workers and telecommunications line will remain stable. New job openings (arising from expansion demand and replacement demand) are expected to total **8,200**, while **8,000** new job seekers are expected to be available to fill them.

Training to be a Powerline Technician is a nationally designated trade under the Red Seal program. Students who complete the UFV Powerline Technician foundation program can pursue an apprenticeship with an electrical utility or electrical contractor company.

## Entrance requirements

1. High school diploma or equivalent, including **English 12, Mathematics 11 and Physics 11**.
2. Full privilege B.C. driver's license (Class 5 or 6) or equivalent is recommended (Class 7 will also be considered), with an acceptable driving record.
3. In order to qualify, candidates are encouraged to attend the free orientation/information session. Candidates must successfully complete an assessment interview to discuss physical stamina and the psychological attitude to work at elevated heights.

Think this high voltage career might be the electrifying spark you are looking for in your life? Contact [industryservices@ufv.ca](mailto:industryservices@ufv.ca).

## Program outline

The Powerline Technician (PLT) program at UFV is a pre-apprenticeship program that provides you with the basic skills necessary to enter the workplace as a power line worker.

Powerline technicians build and maintain overhead and underground power transmission and distribution systems. They erect and maintain electrical poles, towers, and guy wires, and install or repair live-line wiring.

The program covers the activities and core skills required of a level 1 Powerline Technician and includes both theory and outdoor performance-based exercises. The hands-on training

is delivered in collaboration with highly experienced instructors from Electrical Industry Training Institute (EITI Global).

During the program's last week, an on-site job fair will provide you with the opportunity to meet employers, make connections and demonstrate your skills.

Powerline Technician is a nationally designated trade under the Red Seal program.



To: UEC Pre-Check Committee  
From: Candace Stewart-Smith, Director of Centre for Experiential and Career Education  
Cc: David Warkentin, Jason Li, and Rashmin Keshwani  
Date: May 7, 2026  
Re: Feedback from consultations on proposed changes to Co-operative Education entrance requirements and program duration in Associate, Diploma, and Certificate Programs

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Dear UEC Pre-Check Committee,

This document outlines the feedback received from consultation with academic areas and students regarding the Centre for Experiential and Career Education's (CECE) proposed changes to Co-operative Education (co-op) entrance requirements and program duration in UFV programs of 2 years or less in duration.

#### **SUMMARY OF PROPOSAL**

Entrance Requirements: With respect to when students can apply to the co-op program, CECE proposes a change from students completing **"two semesters of full-time study in an academic program at a Canadian institution"** to **"one semester of full-time study in an academic program."** Students would be eligible for their first work term after two semesters of academic study.

Program Duration: With respect to the number of work terms required for students to receive the co-op designation, CECE proposes a change from **two work terms** to **one work term**. As per [CEWIL accreditation standards](#), the amount of co-op work experience may be a minimum of 25% of the total time spent in academic study, which is equivalent to one work term in a program of four academic semesters or less.

Purpose: These changes aim to increase access to co-op by reducing structural barriers related to program sequencing and timing in programs of 2 years or less. The changes would increase opportunities for students to gain relevant, paid, work experience while still offering the option to complete additional co-op terms where feasible.

#### **SUMMARY OF FEEDBACK**

Feedback was solicited from all programs that may be impacted by the change:

- College of Arts: Arts, Associate degree, Criminal Justice diploma, Graphic Design diploma
- Faculty of Education, Community, and Human Development: Library Information and Technology (LIBIT) diploma
- Faculty of Business and Computing: Business Administration diploma, Business Administration (Aviation) diploma, Computer Information Systems diploma
- Faculty of Science: Data Analysis – post-baccalaureate certificate, Science, Associate degree

Feedback was solicited from the Academic Advising Centre

An overview of the proposed changes was provided with an invitation to comment on anticipated benefits and/or concerns should the changes be implemented. Feedback was received through meetings with curriculum committees and written responses.

Building S, Room 3117 • 33844 King Rd., Abbotsford, BC V2S 7M8 • Tel: 604-854-4507 • Toll-free (in Canada): 1-888-504-7441 ext. 4507 • [ufv.ca/jobs](http://ufv.ca/jobs)

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Overall, the proposed changes received broad support from academic areas and Academic Advising. Respondents recognize the potential to increase accessibility, flexibility, and student engagement in co-op where students can apply their knowledge in the field and gain work experience that enhances their employability. Support was strong for these changes that allow students to enter the co-op pathway earlier and reduce barriers without compromising academic or program outcomes.

Some program areas expressed concern that students entering co-op after their first year of study may not have adequate skills required to be successful in a work term. In response, CECE shared that in our experience, a first work term for students in 2-year programs is often entry-level in their field which could provide growth and development in their technical skills, be a start to establishing networks in the field, and result in acquisition of transferable skills. The outcomes will be enhanced if students are able to complete a second work term within their program sequence. Employers understand that co-op students are in a learning phase and have screening practices and placement expectations that ensure student-fit for posted roles.

Feedback was also solicited from students that may be impacted by the change:

A survey was distributed to students via program areas to assess their response to the proposed changes. Nine students responded in total, with the following representation:

- Co-op participation: 2 current co-op students; 4 students not in co-op but planning to apply; 3 students not in co-op
- Programs: 4 Business Administration diploma; 3 Criminal Justice diploma; 2 Computer Information Systems diploma

Student responses to the proposed changes were strongly supportive overall, identifying increased flexibility and access as primary benefits. Students identified course sequencing conflicts, extended time to completion, financial pressures, and workload challenges as barriers to current co-op requirements, viewing the reduced number of required work terms as improving their ability to complete both their academic program and a co-op designation. Here is a sample of feedback received from students:

*"Greater flexibility would help students participate without compromising academic progress." (Diploma student, current co-op participant)*

*"Reducing it to one term would make me pursue co-op immediately." (Diploma student, non-co-op)*

Most respondents did not express concern that reducing the number of work terms would negatively impact employability once placement quality and relevance are maintained.

## OVERALL SUMMARY

After confirming that there is consensus for increasing access to co-op to students in programs of 2 years and less, we wish to move forward with our proposal to change the Co-operative education entrance requirements and program duration in Associate, Certificate, and Diploma programs at UFV.

**From:** David Johnston <[David.Johnston@ufv.ca](mailto:David.Johnston@ufv.ca)>  
**Subject:** Re: [CWC] Proposed changes to Co-op program

Candace and David

Thank you for preparing this proposal.

Are you able to provide examples of post-secondary institutions that are graduating students from 2-year programs with a coop designation on their credential, with only 1 work placement. This information will be useful for the Committee in their deliberations.

David Johnston

University Registrar and AVP Enrolment Management

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**From:** Candace Stewart-Smith <[Candace.Stewart-Smith@ufv.ca](mailto:Candace.Stewart-Smith@ufv.ca)>  
**Subject:** Re: [CWC] Proposed changes to Co-op program

Good afternoon David,

Thank you for your question.

Here is a list of institutions/programs we can look to for examples:

**KPU**

[PBD in Operations and Supply Chain Management](#)

[PBD in HR Management](#)

[PBD in Accounting](#)

[Diploma in Computer Aided Design and Drafting \(Specialization in Architectural & Structural or Architectural & Mechanical\)](#)

**CAPILANO**

[Tourism Management Co-operative Education Diploma](#)

**LANGARA**

[Co-operative Education Program \(Co-op\) | Langara](#)

Business Diploma Programs, Post Degree Diploma in Accounting, Computer Science and Computer Studies, Bioinformatics, Biology

**BCIT**

[Graphic Communications Diploma](#)

**TRU**

[Tourism Management Diploma](#)

[PBD in Tourism Destination Development](#)

Please let me know if there are any other questions in this regard.

Best,

Candace

**Memo for Program Changes**

To: Dana Landry, UEC Chair

From: Sylvie Murray, College of Arts Chair

Date: June 11, 2026

**Subject: Bachelor of Media Arts entrance requirements**

There was an error on the Bachelor of Media Arts degree Calendar Copy that was approved at the September 26, 2025, CAC meeting. In Option 1 the requirement of “a minimum of a B average in two additional Approved Grade 12 courses” should be retained.

The entrance requirements should now read:

**Option 1: Secondary school (for students with secondary school graduation only)**

**B.C. applicants**

1. B.C. secondary school graduation or equivalent.
2. Two [Approved Grade 12 courses](#) with a minimum B average.

*Original documents included in UEC's March 27, 2026 agenda package are attached.*

**Memo for Program Changes**

To: College of Arts Curriculum Committee

From: Shelley Liebembuk, Director School of Creative Arts

Date: May 9, 2025

**Subject: Program change for the Bachelor of Media Arts**

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

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

2. Rationale for change(s):

We want to align our English entrance requirement across B.C., out-of-province, and out-of-country applicants. Our current BMA entrance requirement for B.C. applicants restricts their English requirement to a minimum grade of C+ in English Studies 12 or English First Peoples 12; while out-of-country applicants may meet the pre-requisites for Engl105 or CMNS125, which note:

Engl105: (C+ or better in English Studies 12 or English First Peoples 12) or evidence of meeting the Degree/diploma-level English language proficiency standard in the UFV academic calendar at [www.ufv.ca/calendar/current/General/EnglishProficiency.htm](http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm)

CMNS125: One of the following: (C+ or better in English Studies 12, English First Peoples 12, or English 12) or (CPT score of 48) or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at [www.ufv.ca/calendar/current/General/EnglishProficiency.htm](http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm)

We propose to edit our language to read: “evidence of meeting the Degree/diploma-level English language proficiency standard in the UFV academic calendar at [www.ufv.ca/calendar/current/General/EnglishProficiency.htm](http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm)”

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? N/A
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?  

It will ensure that domestic applicants will not meet undo challenges to applying to our 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.

## Bachelor of Media Arts degree

### Entrance requirements

Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Applicants must also submit a portfolio and letter of interest. See [ufv.ca/creative-arts/how-to-apply/submit-your-portfolio](http://ufv.ca/creative-arts/how-to-apply/submit-your-portfolio) for details about portfolio requirements.

### Option 1: Secondary school (for students with secondary school graduation only)

#### B.C. applicants

1. B.C. secondary school graduation or equivalent.

1-2. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

2-3. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional **Approved Grade 12 courses**.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent, and UFV ENGL 091.

#### Out-of-province applicants

Students will be considered on the basis of courses equivalent to **Approved B.C. Grade 12 courses**. See the [Admissions](#) section of the calendar for more information on equivalents to B.C. secondary school graduation.

#### Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for **ENGL 105** or **CMNS 125**, and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 courses.

#### Alternatives to secondary school graduation

If students have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, they may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

### Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for **ENGL 105** or **CMNS 125**.

2. One of the following:

- Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
- Completion of a two-year post-secondary credential with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme) on all courses taken.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor's degree from a recognized institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme).

Note: Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Liaise with faculty councils to communicate decisions and expectations related to the curriculum approval process and to establish and maintain collaborative relationships.
7. Provide support to curriculum proponents in understanding and preparing course and program revision packages when requested.
8. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
9. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
10. Liaise with other Senate subcommittees, such as the Senate Teaching and Learning Committee and APPC, to discuss curricular matters.
11. Collaborate with the Program Development and Quality Assurance office to ensure quality standards are applied to program and course curriculum.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Provide an annual written report to Senate.
14. Review its terms of reference and membership composition annually and make any recommendations for revisions to Senate.
15. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Executive Secretary, Registrar and Associate Vice-President, Enrolment Management (or designate) \*
- Nine faculty members, including at least one from each Faculty and at least two of whom are members of Senate, approved by Senate
- Two deans, or one dean and one associate dean

- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) \* (ex officio)

**Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate) \*
- Associate Vice-President, Research and Graduate Studies (or designate) \*
- Executive Director, UFV International (or designate)\*
- Associate Vice-President, Xwexwilmexwawt
- Manager, Enrolment Planning
- Associate Vice-President, Institutional Research and Integrated Planning (or designate) \*
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate) \*
- Director, Equity, Diversity, and Inclusion (or designate) \*

**Optional Non-Voting UEC Liaisons**

- Representatives of Faculty Council Curriculum Committees not otherwise represented, nominated by the FCCC

**Administrative Support**

- Office of the Registrar

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\* The designate shall be appointed for a minimum of a one-year term to ensure continuity.



**Annual Report to Senate  
Undergraduate Education Committee  
2025/26**

The Undergraduate Education Committee (UEC) has the responsibility to advise Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

UEC has primarily held face-to-face meetings throughout this academic year with the option for members to connect remotely if they were unable to attend in person. The hybrid model that encourages in-person attendance of most committee members and virtual attendance for guests has continued to enable a full discussion of the curriculum-related issues that arise while still respecting the time and travel requirements of guests and committee members who need more flexibility.

In addition to the August retreat, meetings are scheduled monthly from September to June. Depending on the number of documents submitted for consideration, UEC is often able to cancel meetings for lack of agenda items in either November or December and either May or June, or hold a shorter online-only meeting. The highest volume is typically between January and March, leading up to the annual Academic Calendar deadlines.

UEC members have shown great commitment in undertaking their work. Agenda packages are typically between 100 and 300 pages and cover a multitude of program and course changes along with other curriculum-related items from multiple faculties.

### **Summary of Committee Work**

In the 2025/26 academic year, UEC reviewed and approved changes to more than 45 programs and more than 260 courses as part of the regular curriculum review process, which is a decrease in courses but an increase in programs over the previous year. These approvals are summarized below.

UEC also reviewed and provided feedback on the Senate Teaching and Learning Committee's draft definition of holistic assessment in the fall, and recently adopted the final proposed definition for use in curriculum development.

Changes to program and/or admission requirements:

- Bachelor of Agricultural Science
- Bachelor of Arts (two sets of changes)
- Bachelor of Arts (Criminal Justice)
- Bachelor of Arts in Global Development Studies (including addition of Co-operative Education option)
- Bachelor of Environmental Studies
- Bachelor of Environmental Studies (Natural Sciences)
- Bachelor of Fine Arts
- Bachelor of Integrated Studies
- Bachelor of Kinesiology (including discontinuation of Pedagogy specialization)
- Bachelor of Media Arts
- Bachelor of Science
- Bachelor of Social Work
- Associate of Arts (including discontinuation of International & Development Studies and Media & Communication Studies options)
- Criminal Justice diploma

- Engineering Physics diploma in Mechatronics
- Library and Information Technology diploma
- Certified Dental Assistant certificate
- Engineering Common Core certificate
- Legal Administrative Assistant certificate
- Medical Laboratory Assistant certificate
- Social Service Worker certificate (formerly School and Community Support Worker certificate)
- English Language Studies Advanced associate certificate (formerly ELS Advanced II certificate)
- English Language Studies High Intermediate associate certificate (formerly ELS Advanced I certificate)
- English Language Studies Intermediate associate certificate (formerly ELS Intermediate certificate)
- English Language Studies University Bridge associate certificate (formerly ELS Academic certificate)
- French advanced proficiency certificate and intermediate proficiency certificate
- Biology Honours and major (including changes to Pre-Med/Pre-Vet concentration)
- Biology major, Organismal Biology, Ecology, and Conservation concentration (formerly Ecology and Biology of Organisms concentration)
- Criminal Justice Honours
- English major (including discontinuation of Drama and English Literature concentrations)
- French major, extended minor, and minor
- Global Development Studies minor
- Human Resource Management major
- Physics Honours, major, and minor
- Psychology Honours

**New credentials:**

- Adult Education for Equity, Workplace, and Community Transformation certificate
- Linguistics and Language Studies associate certificate

Since the last annual report in May 2025, UEC has received 266 course proposals including 159 major changes, 3 minor changes, 34 new courses, and 70 discontinued courses. Previous reports have noted that more courses have been discontinued than created in recent years. This trend has continued, bringing the total since 2018/19 to 334 new courses and 407 discontinued courses.

|                             | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 8-year total |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|--------------|
| <b>New courses</b>          | 53      | 25      | 43      | 34      | 52      | 45      | 48      | 34      | 334          |
| <b>Discontinued courses</b> | 77      | 40      | 20      | 45      | 61      | 40      | 54      | 70      | 407          |

**Terms of Reference**

UEC is in the process of reviewing the Terms of Reference. Specific recommendations for changes have not yet been finalized.

**UEC Subcommittees**

Standing subcommittees:

- The Pre-Check Subcommittee typically meets every two weeks to review all items prior to CampusWide Consultation and UEC. This subcommittee also reviews all requests for new special topic course offerings.
- The Policy Subcommittee has continued work on the following:
  - Subsequent and Concurrent Bachelor Degree policy (98)
  - Credentials policy (64)
  - Course Credits policy (105)
  - Field Placement policy (57)
  - English Language Proficiency Standards related to the English Language Proficiency Requirement policy (99)
- The Admissions Subcommittee remains under review. UEC has discussed several options for its future, and any changes to its terms of reference will be informed by feedback from faculty curriculum committee chairs.
- The Transfer Credit Subcommittee meets as required to review transfer credit requests from institutions or programming not recognized under the Transfer Credit policy. Draft revisions to its terms of reference have been discussed by UEC and are in the process of being finalized.

**Conclusion**

UEC has successfully supported the academic community in ensuring the UFV undergraduate curriculum meets the quality assurance standards agreed upon in UFV's Guidelines for Quality Curriculum and those set by the Degree Quality Assessment Board.

Report to Senate prepared by: Amanda Grimson (UEC Assistant and Calendar Editor), Dana Landry (Chair), and David Johnston (Vice-Chair).