



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
November 21, 2025 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1.** UEC draft minutes: Oct. 24, 2025

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Adult Education**

7 - 10      **3.1.1. ADED 465:** New course, *Indigenous World Views and Pedagogies in Adult Education*

MOTION: To approve the ADED 465 course outline as presented.

**3.2 Mathematics and Statistics**

11 -  
15      **3.2.1. STAT 104:** Review with changes

MOTION: To approve the STAT 104 course outline as presented.

**3.3 Physics**

16 -  
31      **3.3.1. PHYS 118:** New course, *Waves, Optics, and Electromagnetism*  
**PHYS 281:** New course, *Theoretical Methods in Physics*  
**PHYS 499:** New course, *Physics Honours Module*

MOTION: To approve the PHYS course outlines as presented.

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38      **3.3.2. Physics Honours:** Changes to entrance and program requirements

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

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

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

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

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

**3.4 Social Work and Human Services**

49 -  
58

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

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

MOTION: To approve the SOWK course outlines as presented.

59 -  
69

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

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

**3.5 Modern Languages**

70

**3.5.1. Linguistics and Language Studies associate certificate:** New program

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

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Liaison reports**

**4.2. Policy Subcommittee report**

**4.3. APPC report**

**4.4. Senate report**

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

**5. INFORMATION ITEMS**

**5.1 Social Work and Human Services**

71

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

72

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

**6. ADJOURNMENT**



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

October 24, 2025  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Amanda McCormick, Bobby Jaswal, Chris Campbell, Cindy Schultz, Claire Hay, Dana Landry, David Johnston, Desmond Devnich, Donna Alary, Donna Derksen, Holly Zonneveld, Joy Enyinnaya, Lisa McMartin, Renee Prasad, Samantha Hannah, Selena Karli, Susan Stoneson, Thais Amorim, and Vlad Dvoracek

**ABSENT:** Allyson Jule, Amber Johnston, Carolyn MacLaren, David McGuire, Shirley Hardman, and Sylvie Murray

**GUESTS:** Avril Alfred, Delinah Marples, Heather McAlpine, Molleen Shilliday

**RECORDER:** Amanda Grimson

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

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

**2.1.** UEC draft minutes: September 26, 2025

**MOTION:**

To approve the draft minutes as presented.

**CARRIED**

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

##### **3.1. English**

**ENGL 226:** Review with changes including title

**ENGL 358:** Review with changes including title

**ENGL 361:** Review with changes including title

**MOTION:**

To approve the ENGL course outlines as amended:

- ENGL 361: Playwrights Canada Press course bundles added to texts and resources

**CARRIED**

##### **3.2. Visual Arts**

**VA 115:** Discontinuation

**VA 116:** Discontinuation

**VA 119:** Discontinuation

**VA 140/FD 140:** Discontinuation

**VA 141/FD 141:** Discontinuation

**VA 142/FD 142:** Discontinuation

**VA 143:** Discontinuation

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**VA 165:** Discontinuation  
**VA 222:** Discontinuation  
**VA 224:** Discontinuation  
**VA 232:** Discontinuation  
**VA 240:** Discontinuation  
**VA 241:** Discontinuation  
**VA 252:** Discontinuation  
**VA 272:** Discontinuation  
**VA 284:** Discontinuation  
**VA 322:** Discontinuation  
**VA 332:** Discontinuation  
**VA 352:** Discontinuation  
**VA 372:** Discontinuation  
**VA 384:** Discontinuation  
**VA 401/AH 401:** Discontinuation  
**VA 403/AH 403:** Discontinuation  
**VA 421:** Discontinuation  
**VA 422:** Discontinuation  
**VA 431:** Discontinuation  
**VA 432:** Discontinuation  
**VA 451:** Discontinuation  
**VA 452:** Discontinuation  
**VA 471:** Discontinuation  
**VA 472:** Discontinuation  
**VA 483:** Discontinuation  
**VA 484:** Discontinuation

**MOTION:**

To discontinue the VA courses as presented.  
CARRIED

**3.3. Business**

**BUS 201:** Review with changes including prerequisites  
**BUS 347:** Review with changes  
**BUS 408:** Review with changes

**MOTION:**

To approve the BUS course outlines as presented.  
CARRIED

**Human Resource Management major:** Changes to program requirements

**MOTION:**

To approve the changes to the Human Resource Management major as presented, effective September 2026.  
CARRIED

**3.4. Modern Languages**

**Intermediate Proficiency associate certificate in French:** Changes to program requirements

**Advance Proficiency certificate in French:** Changes to program requirements

**MOTION:**

To approve the changes to the French Intermediate Proficiency associate certificate and Advanced Proficiency certificate as presented, effective September 2026.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Transfer Credit Subcommittee**

Draft revisions to the UEC Transfer Credit Subcommittee's Terms of Reference were presented, and UEC was asked to consider whether this delegation of authority to the subcommittee is appropriate. This subcommittee typically reviews 3-5 requests per year. Rather than the subcommittee making decisions that UEC ratifies, recommendations are brought to UEC for approval. The TOR will be revised to more accurately capture this, and will be brought back to a future meeting.

**4.2. UEC Admissions Subcommittee**

The UEC Admissions Subcommittee currently does not meet, so the responsibility for decisions on admission requirements falls largely to UEC members who do not have much background in this area. Several possible options for the future of the subcommittee were proposed:

1. Maintain, and apply, a requirement to consult with the Admissions Subcommittee before submission to UEC.
2. Adjust the Terms of Reference so the subcommittee reviews proposals after submission to the UEC Pre-Check Subcommittee but prior to Campus-Wide Consultation and presentation at a UEC meeting.
3. Eliminate the subcommittee but require comment from the Office of the Registrar (Admissions) as part of the program approval process.

Committee members expressed some support for each of these options, but there was no consensus. It was suggested that faculty curriculum committee chairs be consulted to determine what is needed and what process they would like to see in place. David Johnston will discuss this with curriculum committee chairs and bring it back to UEC at a later date.

**4.3. Policy Subcommittee report**

This committee has not yet met this year, but will be working on the Credentials (64), Subsequent and Concurrent Bachelor Degree (98), Course Credits (105), and micro-credentials policies.

**4.4. UEC Liaison reports**

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There were no reports.

**4.5. APPC report**

The most recent meeting was held in camera.

**4.6. Senate report**

Senate has not met since September.

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

STLC is finalizing discussions about the definition of holistic assessment, and will bring the documents back to UEC. Updates to the Instructional Responsibilities policy (46) were reviewed at the last meeting, as the revised policy will come into effect on January 1.

**5. INFORMATION ITEMS**

**5.1. Program suspensions and discontinuations**

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

**6. ADJOURNMENT**

The meeting was adjourned at 11:16 am.

**Memo for New Course**

To: UEC

From: Amea Wilbur, Department head Adult Education

Date: May 30, 2025

**Subject: Proposal for new course: Indigenous Worldviews and Pedagogies in Adult Education**

*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):

The development of "Indigenous Worldviews and Pedagogies in Adult Education" aligns with the Truth and Reconciliation Commission's Calls to Action and UFV's institutional commitment. Students enrolled in ADED 365 (Adult Education in Canada: Indigenous Peoples) have expressed a strong desire for another course that delves deeper into Indigenous content. This course directly addresses this request by providing a specialized exploration of Indigenous worldviews and pedagogies and responding to the increasing demand for adult educators to work respectfully with Indigenous communities.

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

This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Upon successful completion of this course, students will be able to:

- Describe Indigenous pedagogy in teaching and learning with adults.
- Synthesize Indigenous worldviews and teachings within adult education.
- Develop an understanding of Indigenous language and land-based education for adult education settings.
- Demonstrate culturally appropriate use of Indigenous storytelling as pedagogy.
- Demonstrate the ability to use experiential learning and gift-based strengths in professional practice.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No – this does not affect any other programs
4. Which program areas have been consulted about the course? ADED has worked collaboratively with Leanne Joe and Lorna Andrews (TLC) on the development of this course through a SIF Grant.
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 development of "Indigenous Worldviews and Pedagogies in Adult Education" aligns with the Truth and Reconciliation Commission's Calls to Action and UFV's institutional commitment. Students will learn to describe Indigenous pedagogies, understand land-based education, utilize storytelling, and apply experiential learning. These specific learning outcomes contribute to developing culturally responsive adult educators who can bridge Western and Indigenous educational frameworks, supporting equitable adult learning environments.

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

The specific learning outcomes contribute to developing culturally responsive adult educators who can bridge Western and Indigenous educational frameworks, supporting equitable adult learning environments.

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.):

For one assignment, students are required to visit a local physical site of their choice to learn about the local Indigenous pedagogy and reflect on the process. This visit is not an official UFV field trip.

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

\$0 - \$50.00.

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

- Why is ADED 365 not required, particularly considering how the memo references that course?

*It should be a required course or with permission of the instructor. That was an oversight on our part. Other courses have been added to the prerequisites as suggested by UEC Pre-Check and other departments.*

- How is the visit to the "local physical site" in the instructional methods structured? Do students make their own arrangements, or is this facilitated? Are there supports built in for students to understand any implications of visiting various sites? Additional explanation will help UEC to understand how this will be approached.

*This will be done in conversation with the instructor. Student will need to submit a proposal for the site visit to ensure it is appropriate.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 465                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indigenous Worldviews and Pedagogies in Adult Education                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Indigenous Pedagogies                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores Indigenous pedagogies relevant for adult education settings through reflective practice and experiential learning methods focused on Indigenous worldviews and ways of knowing/doing. Examines decolonization, Indigenization, and reconciliation through bridging pedagogies between Western and Indigenous education.                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 30 university-level credits including ADED 365 and one of the following: ADED 350, ADED 405, AH 204, ANTH 111, ENGL 170D, ENGL 228, ENGL 253/THEA 250, HIST 103, or any HALQ or IPK course numbered 100-level or higher                                                                                                                                                                                                                                                                   |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>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>20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Experiential (cultural/elder learning or participation) | 10 | 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                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| 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> (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> March 20, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Describe Indigenous pedagogies in teaching and learning with adults.
2. Synthesize Indigenous worldviews and teachings within adult education.
3. Articulate Indigenous language and land-based education for adult education settings.
4. Demonstrate culturally appropriate use of Indigenous storytelling as pedagogy.
5. Use experiential learning and gift-based strengths in professional practice.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Assignments:         | 60% | % | % |
| Holistic assessment: | 40% | % | % |

## Details:

Holistic assessment will include self-assessment (20%) and reflection activities (4 x 5% each = 20%). Assignments will include report from site visit (10%), paper (20%), and presentation (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.)

For one assignment, students are required to visit a local physical site of their choice to learn about the local Indigenous pedagogy and reflect on the process. This visit is not an official UFV field trip.

**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    | Leddy, S., Miller, L.                 | Teaching Where You Are                                                                                                                                                                                                                  | 2024 |
| 2. Book    | Maracle, L.                           | Memory Serves: Oratories (Chapter 1)                                                                                                                                                                                                    | 2015 |
| 3. Book    | Aquirre, K., Ormiston, T., Simcoe, J. | S'TENISTOLW: Moving Indigenous Education Forward: (Chapter) SKÁLs TFE TENEW TFE SKÁLTE (Our Language is the Voice of the Land): Land and Language-Based Learning and Teaching<br>Nicholas XEMFOLTW Claxton and STOLØEL John Elliott Sr. | 2022 |
| 4. Article | Barkaskas, P., Gladwin, D.            | Pedagogical Talking Circles: Decolonizing Education through Relational Indigenous Frameworks                                                                                                                                            | 2021 |
| 5.         |                                       |                                                                                                                                                                                                                                         |      |

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

N/A

## Course Content and Topics

### Module One

Situating ourselves on the land with language  
Decolonizing ourselves and teaching practices  
Introduction to storytelling  
Introduction to experiential learning practices and recognizing 'gifts'

### Module Two

Worldviews and Two-Eyed Seeing  
Indigenous epistemologies and pedagogies  
Introducing assessment  
Making time

### Module Three

Connecting worldviews  
Weaving knowledge systems  
Relations and storywork pedagogies

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: Sept. 9, 2025

**Subject: Proposal for revision of STAT 104**

*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: *STAT 104 is due for a six-year review. Minor edits were made to the learning outcomes for clarification.*

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

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

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

*STAT 104 serves as a numeracy requirement for programs across UFV. The changes proposed will not affect these programs.*

5. Which program areas have been consulted about the change(s)? *No consultation has been made. The proposed changes are simple updates and clarifications.*

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 \(UNDRIP\)](#).

*We identify how Indigenization of the course delivery has been given consideration in reference to [First Peoples Principles of Learning](#):*

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): Students are encouraged to learn from and help each other for in assignments and homework. Some instructors allow students who work together to turn in single copies of assignments for the group.*
- Learning involves recognizing the consequences of one's actions: Students are provided with online homework and encouraged to attempt questions from the textbook. Thus, they take responsibility for their own learning. Instructors are available via email, online or in person for help. Feedback on learning is provided via weekly quizzes and/or written assignments.*
- Learning involves generational roles and responsibilities: Students and instructors work through examples together in class so that students learn techniques of data analysis as well as learning how to study this analytic subject. Students learn how to communicate their interpretations of data so that the results of their investigations are passed on to others.*
- Learning is embedded in memory, history, and story: This course supports the well-being of the individual and their community in that it helps students to understand and interpret information collected from the world in which we live. The techniques learned apply to any evidence-based field of study and they also apply to every student in their daily life. The broad range of examples and real-life data presented demonstrates the wide applicability of statistics to life in general, from agriculture and the environment to complicated fields of scientific study. For example, on their very first day of class, students see data relating to world-wide child mortality, costs of health care around the world, health benefits of a variety of food oils, and data showing the decline in the number of fur seal pups born over the past 40 years.*
- Learning involves patience and time: Instructors emphasize in class that data sets contain meaning which can be found by exploring the data using correct methods. These methods are often layered upon one another, meaning that patience is needed to follow correct procedures.*

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 principles of equity, diversity and inclusion inherently because students in the course are students in many different fields of study. Statistics is a great leveler, because methods of analysis are the same regardless of field of study or type of researcher. Students are encouraged to work together wherever possible, so it often happens that students work with others who are in very different fields of study. The data analyzed in the course comes from many different fields, supporting the idea that everyone is included, although individual needs may vary. Students in the course vary in terms of their level of preparation and particular needs: all students are accommodated regardless, via the Centre for Accessibility Services, and via having diverse evaluations (online or on paper or in class). Most instructors provide notes which are the result of in-class work.*

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> STAT 104                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introductory Statistics<br><b>Course Short Title:</b> Introductory Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A basic introduction to descriptive statistics, probability, sampling, estimation, hypothesis testing, correlation, and regression. Recommended for anyone who wishes to evaluate research involving statistical analysis, especially students in humanities and social science. Using statistical computer software is essential to this course.<br><br>Note: As a general rule, students with Mathematics 11 are prepared to take STAT 104, those with Mathematics 12 are prepared to take STAT 106, and those with a full year of calculus are prepared to take STAT 270/MATH 270. Before registering, students should check the requirements of their program. The UFV Mathematics major program requires STAT 270, while the Mathematics minor program requires STAT 106 or STAT/MATH 270.<br><br>Note: Some degree and diploma credentials may allow only one of STAT 104 or STAT 106 to count as credit towards meeting program requirements. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | One of the following: (C or better in one of Principles of Mathematics 11, Applications of Mathematics 11, MATH 085, Foundations of Mathematics 11, Pre-calculus 11, Calculus 12, or Statistics 12) or (B or better in one of Workplace Mathematics 11, History of Mathematics 11, Apprenticeship Mathematics 12, or Apprenticeship and Workplace Mathematics 12) or (one of Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or Applications of Mathematics 12) or (any UFV MATH course numbered 092 or higher) or (a score of 17/25 or better on Part A of the MSAT) or (45 university-level credits with department permission). |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>MATH 104</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>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b>                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>20</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 40 | Supervised laboratory hours (computer lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <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> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> August 25, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 3, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Construct histograms, boxplots, and other graphs from raw data, and interpret these graphs.
2. Obtain simple measures of location and dispersion from the data and interpret the same.
3. Calculate the correlation between two linearly related variables, create scatterplots, and obtain, use, and interpret lines of "best" fit.
4. Solve simple problems in probability requiring knowledge of conditional probability and statistical independence.
5. Use simple mathematical models (e.g. normal and binomial distributions) for commonly occurring situations such as sampling with replacement, and physical or biological measurements.
6. Solve simple problems involving the distribution of the sample mean using statistical theory such as the Central Limit Theorem.
7. Construct and interpret confidence intervals for means and proportions and for differences in means and check the conditions for inference in these cases.
8. Conduct tests of hypotheses for means and proportions and for differences in means, interpret p-values, check the conditions for inference in these cases.
9. Draw inferences using linear regression.
10. Apply Pearson's chi-square statistic to draw inferences in appropriate categorical sampling situations.
11. Identify potential sources of bias in data collection methods.
12. Obtain their own random samples using probability sampling methods.
13. Use statistical software for calculations and graphs throughout the course.

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

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

**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.)* Lecture and computer lab hours.

**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 | Moore, D.S., Notz, W.I. & Fligner, M.A. | The Basics Practice of Statistics, 9 <sup>TH</sup> Edition | 2021 |
| 2.      |                                         |                                                            |      |
| 3.      |                                         |                                                            |      |
| 4.      |                                         |                                                            |      |
| 5.      |                                         |                                                            |      |

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

**Course Content and Topics**

1. Introduction to statistical concepts, e.g. variation; and software, e.g. MINITAB, Excel, SPSS.
2. Descriptive statistics: Use statistical software to obtain histograms, stem-and-leaf plots, boxplots, etc. Measures of location, e.g. mean, median, mode; and scale, e.g. standard deviation, quartiles. Bivariate data: use statistical software to obtain correlation, linear regression line, use and interpret computer output.
3. Probability: Two-way tables, Venn and tree diagrams; joint, marginal and conditional probability. Independence and dependence. Simple models for discrete random variables, sampling with and without replacement. The normal distribution, standardization, application of Central Limit Theorem.
4. Inferential statistics: Estimation, use statistical software to obtain confidence intervals and conduct tests of hypothesis for means, proportions and differences of means; p-values; conditions for inference. Use statistical software to calculate Pearson's chi-square statistic in a variety of situations, e.g. goodness-of-fit, testing for independence in a two-way table. Use statistical software to calculate confidence intervals and conduct tests of hypothesis about the slope in simple linear regression.
5. Bad sampling designs (e.g., voluntary response samples, convenience samples) and other sources of error in data, use random number table to obtain simple random samples.
6. If time allows: simple experimental design.

**Memo for New Course**

To: Science Faculty Council, UEC

From: Jeff Chizma, Physics department Head

Date: April 11, 2025

**Subject: Proposal for new course PHYS 118: Waves, Optics, and Electromagnetism**

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

*In an attempt to reduce the number of required courses for the Engineering Transfer students, as well as to better conform to similar courses at other institutions, we have decided to relace our current PHYS 112 (required for the Physics minor, major and honours programs) with this new PHYS 118 as our second semester Physics course. Specifically, we have added content dealing with waves, optics, and quantum physics, while reducing some of the content currently covered in PHYS 112. This new course should appeal to more students (more breadth of topics), and as the overall content is less mathematically demanding, we expect to see more students successfully completing the course and potentially taking additional Physics courses. As PHYS 118 is better aligned with the content covered in similar courses at other institutions, it should also articulate better than our previous PHYS 112.*

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

*Students taking this course will be required to critically examine a variety of physics problems, identify the most important aspects of the problem, apply their knowledge of the appropriate laws of physics, and effectively communicate their solution to the instructor via assignment or tests.*

| Course Learning Outcome                                                                                            | Alignment with ILO |
|--------------------------------------------------------------------------------------------------------------------|--------------------|
| Analyze problems in both acoustics and optics using the properties of waves                                        | 1,2,3              |
| Apply the laws of reflection and refraction to optical systems consisting of lenses and mirrors.                   | 1,2,3              |
| Demonstrate their understanding of the electric field and electric potential by solving problems in electrostatics | 1,2,3              |
| State how magnetic fields are created and determine how charged particles interact with these fields               | 1,2,3              |
| Solve problems in quantum theory using the Planck and de Broglie hypotheses                                        | 1,2,3              |

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

*Currently PHYS 112 is required for Chemistry major and honours programs, but is optional in Biology and both the B.Sc. and A.Sc. As PHYS 118 is replacing PHYS 112, we expect that PHYS 118 may be required by the aforementioned programs. As the new content in PHYS 118 covers a larger breadth of topics while still maintaining much of the core subject area (electromagnetism), we do not expect any adverse repercussions on these other programs.*

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

*The departments of Biology and Chemistry have been consulted..*

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

*N/A*

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

*The topics outlined in the course—such as waves, optics, electromagnetism, and quantum theory—are primarily rooted in scientific traditions. However, these topics can still contribute to the indigenization of academia in meaningful ways.*

*Specific examples that correlate the scientific concepts with Indigenous practices will be used in this course. For example, drum circles' collective sound can be studied as a form of interference, where multiple sound waves combine to create complex acoustic patterns. The rhythmic speech or chants used in oral traditions involves the modulation of sound waves and can be linked to the study of wave frequency, pitch, and resonance. In the study of optics, examples can be drawn from the ways in which Indigenous peoples have used natural materials—such as crystals, water, and reflective surfaces—to optimize their interaction with light, seen in art, tools, and architectural designs. When discussing quantum theory, a parallel can be made between wave-particle duality or the uncertainty principle and the Indigenous understanding of the universe as being fluid and ever-changing, where everything is interconnected and in constant motion.*

*Storytelling will be integrated as a pedagogical tool to introduce new topics, allowing students to make connections between cultural knowledge and scientific principles. Additionally, hands-on learning in the lab will be emphasized, with experiments designed to promote discovery-based learning—reinforcing the idea that knowledge is built through experience and exploration. Group work will also be encouraged in preparation for quizzes and exams, fostering a community-based approach to learning that mirrors Indigenous values of collective knowledge-sharing and collaboration.*

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

*This physics course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Assignments are varied, including group-oriented labs and individual work which accommodate different learning styles. Topics include contributions from diverse cultures to scientific principles ensuring the material is relevant to all. The course uses OER resources and tailor-made problems to ensure content is inclusive, and collaborative learning helps students engage with each other's perspectives. In addition, the use of OER materials may reduce financial burdens on students by not requiring them to purchase expensive textbooks. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

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:

*By moving to OER, the only additional cost to students would be for a scientific calculator. A decent calculator can be found for under \$30, but most students will already have the one that they used in high school.*

**CWC comments and responses:**

- The memo gives a good explanation of the approach to Indigenization, but this does not appear to be reflected in the course outline. Is there a way this can be incorporated in the learning outcomes and/or the typical instructional methods section?

*The following outcome has been added: "Participate in conversations highlighting the influence that past generations of scientists had on our current knowledge of the subject."*

- Why is MATH 111 a pre/corequisite rather than a prerequisite, and could/should this be "One of MATH 111, MATH 112, or MATH 118" instead? Has the Mathematics department been consulted about the pre/corequisites to confirm that these are set at the appropriate level to ensure student success?

*The main reason for this specific prerequisite choice is that PHYS 118 will not require the topics covered in MATH 112/118. In changing from PHYS 112 to PHYS 118, we have removed much of*

*the material (integrals, mostly) that required MATH 112, and replaced it with topics not directly requiring calculus (Optics, Waves, etc.). There will be very little integration required in PHYS 118 (we introduce the basics in PHYS 111, and that will suffice), and there are fewer derivatives as well (again, a topic we cover in PHYS 111). Thus the course content will be readily accessible to students who have already taken MATH 111, or are taking it alongside PHYS 118. So the prerequisite change will not negatively affect students success, and may in fact make the course more accessible to a wider range of students. Since PHYS 111 remains a prerequisite for PHYS 118, the needed Math will be covered in PHYS 111 (albeit only in a more rudimentary, but serviceable, fashion).*

*Another reason for our choice of pre/co-requisites, is that Math will soon be changing their standards for entering MATH 111 (so the Math department has been consulted), where they anticipate that there will be more students taking MATH 110 (pre-calculus) in the Fall in order to meet the new prerequisites for MATH 111, and thus fewer MATH 111 students are expected in the Fall. This then means that there will be fewer students taking MATH 112/118 in the Winter (they will be taking MATH 111 instead), and that could negatively impact PHYS 118 enrollments (we only run it in the Winter semester). So to ensure consistent throughput of students from PHYS 111 to PHYS 118, having only MATH 111 as a pre/co requisite seems like the prudent choice. A student who needs to take MATH 110 in the Fall, then MATH 111 in the Winter, would not be able to take PHYS 118 if MATH 112/118 were a corequisite – this could put students behind by a full year if they required PHYS 118 (again, we only offer it in Winter). There are also some proposed changes in the requirements for the BSc on the horizon (a result of Program Review recommendations) which would also affect the number of students who require MATH 112/118; that would again diminish our pool of students who could take PHYS 118.*

*Ultimately, it is the change in content in PHYS 118 that led us to MATH 111 being either a pre or corequisite. Students requiring MATH 112 for second year courses (like all Physics courses) are strongly advised to take MATH 112 as a corequisite (so will need to have already taken MATH 111).*

- Is it still relevant to include “chalk board” in the typical instructional methods?

*Given that the classroom where PHYS 118 is likely to be held still does have chalk boards, I do think it is appropriate to list both white boards and chalk boards. Of our three classrooms/labs, 2 have only chalk boards (they seat 36), while one room (~20 students max) has only white boards, and it is used primarily for 2<sup>nd</sup> year and above courses.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> PHYS 118                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Course Full Title:</b> Waves, Optics, and Electromagnetism<br><b>Course Short Title:</b> Waves/Optics/Electromagnetism                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Calendar Description:</b><br>This calculus-based physics course is for students who are planning to continue their studies in physics or any of the other sciences. Topics covered include waves, optics, electric fields, circuits, magnetic fields, and some quantum theory. The laboratory portion of the course uses experiments to reinforce the theory covered in class.<br><br>Note: Students with credit for PHYS 112 cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | PHYS 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | MATH 111. MATH 112 or MATH 118 strongly recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>PHYS 112</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>75</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>120</b></td> </tr> </table>                                                                                                                | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 75 | Supervised laboratory hours (science lab) | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>120</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 75                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>120</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>Yes</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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |    |  |  |  |  |  |  |                    |            |                                                                                               |

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

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

1. Analyze problems in both acoustics and optics using the properties of waves.
2. Apply the laws of reflection and refraction to optical systems consisting of lenses and mirrors.
3. Solve problems in electrostatics using key concepts of electrical fields and electric potential.
4. Explain how magnetic fields are created and determine how charged particles interact with these fields.
5. Solve problems in quantum theory using the Planck and de Broglie hypotheses.
6. Participate in conversations highlighting the influence that past generations of scientists had on our current knowledge of the subject.

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

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

**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.)*

Typical lecture instruction methods consist of a combination of white/chalk board calculations along with some pre-prepared lecture slides. Laboratory work will involve performing a number of experiments throughout the semester.

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

| Type        | Author or description | Title and publication/access details | Year |
|-------------|-----------------------|--------------------------------------|------|
| 1. OER      | Open Stax             | University Physics Vol 1-3           | -    |
| 2. Textbook | Young and Freedman    | University Physics 15th Edition      | 2019 |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

Scientific calculator.

**Course Content and Topics**

1. Waves: frequency, wavelength, and amplitude; the wave equation and its solutions; travelling and standing waves; transverse and longitudinal waves; acoustic waves and sound; intensity and level intensity; Doppler effect; superposition and interference.
2. Optics: laws of reflection and refraction; index of refraction; dispersion and prisms; thin lens equation; systems of lenses and mirrors; telescopes and microscopes; double slit interference and single slit diffraction; diffraction gratings.
3. Electromagnetism: Coulombs law; the electric field; the electric potential; Gauss's law; capacitors and resistors; circuits and Kirchhoff's laws; magnetic fields; Lorentz force law.
4. Quantum Theory: Planck's hypothesis and the quantization of light; matter waves and the de Broglie hypothesis; the wave—particle duality; particle in a box and energy quantization; the hydrogen atom and its energy levels; simple spectroscopy and the chemical elements; the time dependent Schrodinger equation.

**Memo for New Course**

To: Science Faculty Council, UEC

From: Jeff Chizma, Physics department Head

Date: May 30, 2025

**Subject: Proposal for new course: PHYS 281 - Theoretical Methods in Physics**

*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):

*As part of the revamping of the Physics programs, we now see the need for a course in theoretical physics methods early on in second year. This new course will expose students to some specific mathematical tools that they will need for subsequent physics courses. Some of the listed topics have more comprehensive coverage in other mathematics courses (this course is not designed to replace any Math courses), but by introducing some of the more basic mathematical techniques earlier on in the program, instructors will be able to cover additional material in more advanced courses. This new course will be required for Physics major and honours programs, and will be a prerequisite for many upper-level physics courses.*

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

*Students taking this course will be required to critically examine a variety of physics problems, identify the most important aspects of the problem, apply their knowledge of the appropriate areas of physics and mathematics, and effectively communicate their methods of solution to the instructor via assignment or tests.*

| Course Learning Outcome                                                                                                  | Alignment with ILO |
|--------------------------------------------------------------------------------------------------------------------------|--------------------|
| Utilize the techniques of dimensional analysis to check their solutions for errors                                       | 1,2,3              |
| Prove various trigonometric identities using Euler's formula for complex numbers                                         | 1,2,3              |
| Determine the eigenvalues and eigenvectors for a variety of different physical systems                                   | 1,2,3              |
| Use index notation to simplify calculations involving vectors, including the derivation of certain vector identities     | 1,2,3              |
| Apply the calculus of variations to solve the brachistochrone and other related problems                                 | 1,2,3              |
| Calculate expectations of different quantities using statistical distributions                                           | 1,2,3              |
| Perform a variety of calculations (including surface and volume integrals) using different coordinate systems            | 1,2,3              |
| Distinguish the difference between exact and inexact differentials in terms of their relationship to partial derivatives | 1,2,3              |

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

*This course will only be required for Physics students.*

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

*The Math department has been consulted, where they requested that it be cross-listed as MATH 281. The UEC Pre-Check Subcommittee recommended that this not be a cross-listed course at this time, but it can be added to the Mathematics programs as an elective in the future.*

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

*N/A*

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

*This course contributes to Indigenizing Our Academy by integrating Indigenous teaching methods into its design, fostering inclusivity, and promoting reconciliation. An example of linking Indigenous knowledge with mathematical concepts involves the theoretical modeling of the flow of energy or distribution of resources (like water or heat) within a structure, which can improve natural heating, cooling, and ventilation — principles that many Indigenous buildings naturally incorporate. In addition, the course will use storytelling and collaborative learning to deliver the curriculum. Group work will be encouraged in preparation for quizzes and exams, and collaborative projects will be used as assessment methods, fostering a community-based approach to learning that reflects Indigenous values of collective knowledge-sharing and cooperation. This approach not only enriches students' academic experience, but also honors the diverse ways of knowing that are central to Indigenous cultures*

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

*This physics course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Assignments are varied, including group projects and individual work to accommodate different learning styles. Topics include contributions from diverse cultures to scientific principles ensuring the material is relevant to all. The course will use tailor-made problems to ensure content is inclusive, and collaborative learning helps students engage with each other's perspectives. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

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:

*One of the listed textbooks (Riley, Hobson, and Bence) is currently priced around \$60, but in most cases instructors will likely not require students to purchase the book.*

**CWC comment and response:**

- Why is this being created as a 3 credit/75 hour course?  
*Effectively all of our Physics lecture courses which run three times per week and do not have a lab (which is most of them), are listed as 3 credits and at 75 hours. So we are simply following what our other course outlines currently have, and which were approved by UEC in the past. We would be happy to alter the 75 hour number (Math typically lists such courses at 60 hours), but it needs to reflect that the course will be three blocks per week. I am not aware of any changes to the way course hours are to be listed (yet), but I have heard that this is something that is being considered to ensure more consistency across the University. Whatever the policy for the hours is, we are fine with that value (but again, it must reflect the course running three full blocks per week, so 3 x 80 min).*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHYS 281                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Theoretical Methods in Physics<br><b>Course Short Title:</b> Theoretical Methods in Physics                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will be introduced to a variety of topics relevant to the study of the more theoretical aspects of Physics. These topics include dimensional analysis, complex numbers, index notation, differentials and differential equations, coordinate systems and transformations, eigenvalues and eigenvectors, the calculus of variations, and line, surface, and volume integrals, as well as some basic statistics. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | (PHYS 112 or PHYS 118) and (MATH 112 or MATH 118).                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>75</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>75</b></td> </tr> </table>                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 75 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                         | 75        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Utilize techniques of dimensional analysis to check their solutions for errors.
2. Prove various trigonometric identities using Euler's formula for complex numbers.
3. Determine the eigenvalues and eigenvectors for a variety of different physical systems.
4. Use index notation to simplify calculations involving vectors, including the derivation of certain vector identities.
5. Apply the calculus of variations to solve the brachistochrone and other related problems.
6. Calculate expectations of different quantities using statistical distributions.
7. Perform a variety of calculations (including surface and volume integrals) using different coordinate systems.
8. Distinguish the difference between exact and inexact differentials in terms of their relationship to partial derivatives.

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

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

**Details:**

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

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

Lectures, assignments.

**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 | Riley, Hobson, and Bence  | Mathematical Methods for Physics and Engineering | 2006 |
| 2. Textbook | Arfken, Weber, and Harris | Mathematical Methods for Physicists              | 2012 |
| 3. Textbook | M. Boas                   | Mathematical Methods in the Physical Sciences    | 2005 |
| 4.          |                           |                                                  |      |
| 5.          |                           |                                                  |      |

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

Scientific calculator

**Course Content and Topics**

Exact course content may vary depending on the instructor, but students should expect to encounter the following topics:

1. Dimensional analysis - error checking, equation prediction
2. Complex numbers – Euler's formula, polar and Cartesian representations, trigonometric identities
3. Exact and inexact differentials – partial derivatives, Legendre transformations, applications to thermodynamics
4. Linear algebra – matrices, determinants, eigenvalues and eigenvectors
5. Index notation – Einstein summation convention, vector identities, coordinate transformations
6. Coordinate systems – Cartesian, spherical and cylindrical polar, scale factors, Jacobians
7. Line, surface, and volume integrals – applications to moments of inertia and continuous charge distributions
8. Calculus of variations – Fermat's principle, brachistochrone and tautochrone, simple geodesics, the Lagrangian
9. Basic statistics – discrete and continuous probability distributions, mean, variance, expectations
10. Solving simple ODE's – 1<sup>st</sup> and 2<sup>nd</sup> order, integration factors, applications to different branches of physics (time permitting)

## Memo for New Course

To: Science Faculty Council, UEC

From: Jeff Chizma, Physics department Head

Date: April 11, 2025

**Subject: Proposal for new course: PHYS 499 - Physics Honours Module**

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

*As part of the process in updating the Physics honours program, we are adding in a research-based course which is consistent with other honours programs across UFV as well as at other institutions. As the honours program is expected to be taken by students interested in pursuing their study of Physics in graduate school, this course will help them prepare for the amount of independent study required by such programs. Only students enrolled in the Physics honours program will be able to take this course, and it will run in conjunction with a separate PHYS host course approved by the Physics department. For example, the student may take PHYS 499 in conjunction with say PHYS 457 (Particle Physics), where they would be required to learn additional material not covered in PHYS 457. Students would then be expected to write a report summarizing the material that they learned, and then give a presentation to an audience of their peers.*

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

*Students taking this course will be required to independently study more advanced topics not covered in the host course. Final reports and presentations by the student will be expected, and will contribute to addressing a variety of ILO's.*

| Course Learning Outcome                                                                                                                 | Alignment with ILO |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Work independently under the supervision of a subject matter expert to learn advanced topics related to the material in the host course | 1, 2, 8            |
| Apply the knowledge and techniques learned in the host course to investigate the more complex aspects of the subject                    | 1, 2, 3            |
| Use LaTeX to prepare a clear and concise scientific report on a selected subset of the advanced topics studied                          | 1, 3               |
| Deliver a brief research presentation based on their submitted report to an audience of their peers                                     | 3                  |
| Understand the work expectations required of them in graduate school or in other post-graduation careers                                | 6, 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, this course will only be taken by students in the Physics honours program.*

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

*As this course is specific to the Physics honours program, no other areas have been consulted.*

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

*N/A*

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

*A student led, research-based course aligns with the principles of Indigenous knowledge and values, particularly the concept of reciprocity. In this framework, students engage in research and learning that emphasizes mutual respect, shared knowledge, and giving back to the community by presenting their learning to the community. Indigenous perspectives prioritize interconnectedness and holistic understanding, values that are reflected in a collaborative, student driven approach. By centering student agency, the course honors Indigenous ways of knowing, where learning is a two-way exchange. Students not only gain knowledge but also contribute meaningfully to the collective, fostering a cycle of respect, responsibility, and cultural sustainability within the academic setting.*

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

*This course empowers students from diverse backgrounds to take ownership of their learning. It encourages a collaborative environment where varying perspectives are valued. The research process allows students to explore topics that resonate with their unique experiences, helping to bridge gaps in representation. Furthermore, by involving students in shaping the course, it creates opportunities for equitable participation, ensuring that voices traditionally marginalized in academic settings are heard and respected. This approach nurtures an inclusive atmosphere where all students can contribute to and learn from each other's ideas and experiences.*

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:

*There will be no cost beyond what would be required in the host course.*

**CWC comments and responses:**

- A 1-credit module does not appear to be consistent with other honours programs across UFV as stated in the memo; this may need a different explanation, or some additional information. This seems to be different from the Honours courses used in other UFV programs, and Pre-Check had

some difficulty understanding this approach. Do you have some examples of how this is done in other areas or at other institutions? Has an honours seminar been considered instead?

*We modeled our PHYS 499 course on MATH 499, where they have been using it as their Honours project course for some time.*

*We also based our proposed Honours degree changes on what the Math department currently has for their Honours program. We did compare our updated Honours degree with other neighboring institutions, and the courses we require are in line with what they also require for their Honours programs. SFU's Physics Honours program is very similar to what we propose.*

- PHYS 499 learning outcome #1 appears to be a course activity rather than an outcome.

*The wording has been changed to better reflect that students will be learning how to work independently on a project, yet still require the support and guidance of a supervisor. The idea is that the learning outcome would reflect that the student would be working more independently than what would be expected in a typical course (a skill they would need to acquire should they go on to graduate school), as well as working closely with a supervisor (again, a skill they would need if they go on to graduate school).*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: PHYS 499                                                                                                                                                                                                                                                                                                                                                                  |           | Number of Credits: 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Course Full Title: Physics Honours Module                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Course Short Title: Physics Honours Module                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Faculty: Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                 |           | Department/School: Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Specific to the Physics Honours program, this course is to be taken in conjunction with an existing upper-level physics course approved by the Physics department. Students will be required to cover additional topics to supplement the approved course content, culminating in a final report and presentation.                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Physics Honours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                            |           | An upper-level PHYS course approved by the Physics department.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Pre/corequisites (if applicable, or 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>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>6</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>25</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>25</b></td> </tr> </table>                                            |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>25</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This course is to be taken alongside an existing UFV Physics course as part of the honours degree. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                              | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>25</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>                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                               |           | Date of meeting: April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                          |           | Date of meeting: May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |

**Learning Outcomes**

As this course will supplement an existing Physics course, the additional learning outcomes beyond those of the associated course will be as follows:

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

1. Work closely with a supervisor on a project related to more advanced material not directly covered in the host course.
2. Apply the knowledge and techniques learned in the host course to investigate the more complex aspects of the subject.
3. Use LaTeX to prepare a clear and concise scientific report on a selected subset of the advanced topics studied.
4. Deliver a brief research presentation based on their submitted report to an audience of their peers.
5. Understand the work expectations that may be required of them in graduate school or other post-graduation careers.

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 35% | Project: | 20% |  | % |
| Project:     | 45% |          | %   |  | % |

**Details:**

Students will be required to do additional assignment questions beyond what is expected in the host course. In addition, students will be required to write a final paper worth 45% of their grade, as well prepare and deliver an oral presentation (20%) to their peers.

**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.*)

A combination of face-to-face lectures (for the host course) and independent study for the additional course material.

**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 | Textbook used will depend on the course being supplemented. |                                      |      |
| 2.          |                                                             |                                      |      |
| 3.          |                                                             |                                      |      |
| 4.          |                                                             |                                      |      |
| 5.          |                                                             |                                      |      |

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

**Course Content and Topics**

Course content will vary depending on the course being supplemented.

**Memo for Program Changes**

To: *Science Faculty Council, UEC*

From: *Jeff Chizma, Physics department Head*

Date: *April 3, 2025*

**Subject: Program change - Bachelor of Science, Physics Honours**

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

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

2. Rationale for change(s): *In the past couple of years we have had some difficulty placing our students into graduate programs with our Physics major, and as a result we were compelled to make some changes to our programs (the major and honours in particular) to help ensure the success of our students after graduation. The changes to the Honours are substantial, and consist of a complete restructuring of the program. We have moved away from the increased credit requirement (132 required credits) to a more easily attainable 120 credits, but with the addition of an honours module course. We have increased the lower-level requirements to those of the new Physics major, and added in an additional 5 required upper-level courses compared to the major. The course requirements and structure of the new proposed honours degree is more inline with other honours degrees offered within the BSc, as well as more consistent with honours degrees from similar institutions. We have also changed the entrance and graduation requirements to the honours program, where the change to the entrance requirements was necessary in order to be able to ensure that students can enrol in PHYS 499 (honours module). We also altered the graduation requirement to a CGPA of 3.33, as this is the minimum requirement for entrance into graduate programs (which is where we expect our honours graduates to go).*

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

*The program outcomes have not changed.*

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

*Indigenous pedagogies will be integrated to enhance learning. Storytelling will be used to introduce new concepts, making abstract ideas more relatable and meaningful. Collaborative group projects*

*will encourage students to learn from one another, reflecting the communal nature of Indigenous knowledge-sharing. Hands-on learning in labs will be emphasized, with experiments designed to promote discovery-based learning, reinforcing the idea that knowledge is built through experience and exploration. The deep connection between physics and the world around us will be emphasized and examples anchored in Indigenous experience will be used when possible. By incorporating these approaches, students will engage more deeply with scientific concepts in a way that is both inclusive and impactful.*

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

*No additional resources will be required.*

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

*The impact on students will be very positive, as we have reduced the time and cost required to earn a Physics honours degree (down from 132 to 120 credits). The change is expected to increase the number of students graduating with an honours degree (we have not had an honours graduate for over 5 years), but there will be an expected decrease to the number of students earning a Physics major. So overall, the enrolment numbers in our major/honours program are not expected to be impacted, however, we do expect to see our students more readily accepted into graduate programs as a result of these changes.*

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?

*Yes, we are changing both the number of required courses as well as the number of elective courses needed in order to earn a Physics honours. Overall, this will not have any effect on the number of courses that we currently offer, but it will change the frequency at which certain courses will need to be offered (specifically PHYS 321 and PHYS 393). We have come up with a schedule that will accommodate these changes in course offerings to ensure that students are able to earn an honours degree in 4 years.*

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

*No additional resources will be required in order to implement the proposed changes.*

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

*The total number of courses required from other disciplines has not changed (specifically from Math), but we have listed additional options for upper-level courses from other disciplines. We do not expect these changes to impact any other disciplines.*

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.

*See attached note from the Dean of ATS.*



DATE: April 3, 2025  
TO: UEC, Faculty of Science  
CC: Dr. Jeff Chizma, Department Head, Physics & Engineering  
FROM: Dr. Teresa Kisilevich, Dean, Faculty of Applied and Technical Studies  
RE: Program change – Bachelor of Science, Physics Honours

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I have reviewed the proposed changes to the Physics Honours, with particular care to the scheduling and budgetary implications should these changes be implemented. I am confident that any budgetary implications can be managed within the current faculty budget.

## Physics Honours

This section specifies the Physics Honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements, as well as the requirements for a [Physics major](#).

~~Physics Honours will be awarded to students who declare the Physics major and have also completed the Physics Honours requirements.~~

### Entrance requirements

Minimum CGPA of 3.33, completion of all lower-level requirements of the Physics major, and completion of three 300-level PHYS courses with a grade of B or better in each.

### How to apply

Students in the Physics major program who wish to enter the Physics honours program must first attain approval from the Physics department before they will be allowed to enrol in PHYS 499. Contact the Physics department head for more information on the approval process.

### Program requirements

To earn a Physics Honours students must:

1. Complete all of the lower-level requirements for the Physics major
2. Complete the following courses:

| <u>Course</u>                       | <u>Title</u>                                   | <u>Credits</u> |
|-------------------------------------|------------------------------------------------|----------------|
| <u>PHYS 311</u>                     | <u>Statistical Physics</u>                     | <u>3</u>       |
| <u>PHYS 312</u>                     | <u>Intermediate Electromagnetism</u>           | <u>3</u>       |
| <u>PHYS 321</u>                     | <u>Advanced Mechanics</u>                      | <u>3</u>       |
| <u>PHYS 351</u>                     | <u>Quantum Mechanics</u>                       | <u>3</u>       |
| <u>PHYS 352</u>                     | <u>Special Relativity and Classical Fields</u> | <u>3</u>       |
| <u>PHYS 381/ MATH 381/ ENGR 257</u> | <u>Mathematical Physics</u>                    | <u>3</u>       |
| <u>PHYS 382</u>                     | <u>Modern Physics Laboratory I</u>             | <u>3</u>       |

|                 |                                                 |          |
|-----------------|-------------------------------------------------|----------|
| <u>PHYS 393</u> | <u>Computational Physics I</u>                  | <u>3</u> |
| <u>PHYS 412</u> | <u>Advanced Electromagnetism</u>                | <u>3</u> |
| <u>PHYS 451</u> | <u>Advanced Quantum Mechanics</u>               | <u>3</u> |
| <u>PHYS 499</u> | <u>Physics Honours Module</u>                   | <u>1</u> |
| <u>MATH 221</u> | <u>Linear Algebra</u>                           | <u>3</u> |
| <u>Plus:</u>    | <u>6 additional upper-level credits in PHYS</u> | <u>6</u> |

3. Earn a minimum grade of B in PHYS 499 offered in conjunction with an upper-level PHYS course approved by the Physics department.
4. Have a minimum GPA of 3.33 averaged over all PHYS courses used towards the degree.
5. Have a minimum CGPA of 3.33 upon graduation.

Note: Students must complete a minimum of 21 upper-level PHYS credits at UFV.

### **Lower-level requirements**

The lower-level requirements for the Physics Honours are the same as the lower-level requirements for the Physics major, with the addition of the following courses:

| <b>Course</b>                 | <b>Title</b>                                      | <b>Credits</b> |
|-------------------------------|---------------------------------------------------|----------------|
| <del>MATH 152/ ENGR 152</del> | <del>Linear Algebra for Engineering</del>         | <del>3-4</del> |
| <del>or MATH 221</del>        | <del>Linear Algebra (see Note)</del>              | <del>-</del>   |
| <del>MATH 255/ ENGR 255</del> | <del>Ordinary Differential Equations</del>        | <del>3</del>   |
| <del>COMP 152</del>           | <del>Introduction to Structured Programming</del> | <del>4-8</del> |
| <b>or the combination of:</b> |                                                   |                |
| <del>COMP 150</del>           | <del>Introduction to Programming</del>            |                |
| <del>and COMP 155</del>       | <del>Object-oriented Programming</del>            | <del>-</del>   |

Note: MATH 221 should be taken as opposed to MATH 152/ENGR 152 if students wish to add a Mathematics major or minor.

### **Upper-level requirements**

| <b>Course</b> | <b>Title</b> | <b>Credits</b> |
|---------------|--------------|----------------|
|---------------|--------------|----------------|

|                                 |                                                                            |                |
|---------------------------------|----------------------------------------------------------------------------|----------------|
| MATH 322                        | Complex Variables                                                          | 3              |
| PHYS 402                        | Advanced Optics                                                            | 3              |
| PHYS 311                        | Statistical Physics                                                        | 3              |
| PHYS 312                        | Intermediate Electromagnetism                                              | 3              |
| PHYS 351                        | Quantum Mechanics                                                          | 3              |
| PHYS 381/ MATH 381/<br>ENGR 257 | Mathematical Physics                                                       | 3              |
| PHYS 412                        | Advanced Electromagnetism                                                  | 3              |
| PHYS 451                        | Advanced Quantum Mechanics                                                 | 3              |
| Plus:                           | An additional MATH course numbered 300 or higher<br>(MATH 312 recommended) | 3              |
| Plus:                           | An additional PHYS course with a prerequisite numbered<br>300 or higher    | 3              |
| <b>Two of:</b>                  |                                                                            | <del>6-9</del> |
| ENPH 310                        | Microelectronics                                                           | -              |
| ENPH 320                        | Fundamentals of Digital Logic and Design                                   | -              |
| ENPH 360                        | Interfacing and Virtual Instrumentation                                    | -              |
| PHYS 382                        | Modern Physics Laboratory I                                                | -              |
| PHYS 483                        | Modern Physics Laboratory II (formerly PHYS 383)                           | -              |
| PHYS 485                        | Nonlinear Physics Laboratory (discontinued)                                | -              |
| <b>One of:</b>                  |                                                                            | 3              |
| -                               | Any COMP course                                                            | -              |
| PHYS 393                        | Computational Physics I                                                    | -              |
| PHYS 484                        | Nonlinear Physics (discontinued)                                           | -              |
| PHYS 485                        | Nonlinear Physics Laboratory (discontinued)                                | -              |
| PHYS 493                        | Computer Algebra Physics II                                                | -              |
| MATH 316                        | Numerical Analysis                                                         | -              |

**Breadth requirements**

| Course                | Title                                      | Credits         |
|-----------------------|--------------------------------------------|-----------------|
| <b>Two of:</b>        |                                            | <del>7-10</del> |
| ASTR 103              | Astronomy: The Solar System                | -               |
| ASTR 104              | Stars, Galaxies, and the Cosmos            | -               |
| CHEM 113              | Principles of Chemistry I                  | -               |
| CHEM 114              | Principles of Chemistry II                 | -               |
| MATH 125              | Introduction to Discrete Mathematics       | -               |
| MATH 270/ STAT<br>270 | Introduction to Probability and Statistics | -               |

|         |                               |   |
|---------|-------------------------------|---|
| BIO 111 | Introductory Biology I        | - |
| BIO 112 | Introductory Biology II       | - |
| -       | Any BUS, ECON, or Arts course | - |

~~Note: More courses may be added as new courses are added to the calendar, but may not yet be included on this list. Check with the Department of Physics to see if there have been any additions.~~

~~Students should note the prerequisite requirements for these courses.~~

~~By choosing the appropriate options within the Physics Honours, students will also meet all the requirements for a Mathematics minor.~~

### **Program requirements**

~~The GPA calculated from all courses that students use towards their degree must be at least 3.33. In addition, the GPA in all Physics courses used towards the degree must be at least 3.33.~~

~~Students in the Physics major do not need to apply to the honours program, but they may graduate from the honours program once all requirements have been met.~~

### **Residency**

~~Students must complete at least 21 upper level Physics credits at UFV.~~

### **Graduation requirements**

- ~~• At least 132 credits total~~
- ~~• At least 54 upper level credits~~
- ~~• At least 45 of the upper level credits must be from physics or math~~
- ~~• At least 39 of the upper level credits must be from physics~~

**Memo for Program Changes**

To: *Science Faculty Council, UEC*

From: *Jeff Chizma, Physics department Head*

Date: *April 3, 2025*

**Subject: Program change – Bachelor of Science, Physics Major**

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:

*We are increasing the number of specific required courses to better prepare students for post graduation careers, and to provide better guidance to students in terms of courses to take.*

2. Rationale for change(s):

*In the past couple of years we have had some difficulty placing our students into graduate programs with our Physics major, and as a result we were compelled to make some changes to our programs (the major and honours in particular) to help ensure the success of our students after graduation. The changes to the major consist of updating the required lower-level courses to include 2 additional second year courses, listing the new PHYS 118 as a requirement (PHYS 118 will replace PHYS 112) and adding in another option for the Computing requirement. We also added in 4 specific upper-level course requirements to better reflect the skills expected for students graduating with a Physics major. These changes are also now better aligned with Physics major degrees offered at other institutions.*

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

*The program outcomes have not changed.*

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

*Indigenous pedagogies will be integrated to enhance learning. Storytelling will be used to introduce new concepts, making abstract ideas more relatable and meaningful. Collaborative group projects*

*will encourage students to learn from one another, reflecting the communal nature of Indigenous knowledge-sharing. Hands-on learning in labs will be emphasized, with experiments designed to promote discovery-based learning, reinforcing the idea that knowledge is built through experience and exploration. The deep connection between physics and the world around us will be emphasized and examples anchored in Indigenous experience will be used when possible. By incorporating these approaches, students will engage more deeply with scientific concepts in a way that is both inclusive and impactful.*

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

*No additional resources will be required.*

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

*In general, the impact on students will be minimal to non-existent. That is, the newly required courses are ones that almost all students already take but having them listed in our actual program will make it clear that students now require them for graduation. This is of particular importance for students applying to graduate school, where it is now more transparent as to what courses students will have had to take. Overall, we do not expect these changes to impact our enrolments in any meaningful way, but they should increase student success after graduation.*

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?

*Yes, we have added in 2 more lower-level course requirements (PHYS 232 and PHYS 281), as well as 4 new upper-level requirements (PHYS 311, PHYS 312, PHYS 351, and PHYS 352). This will not affect the total number of courses that we offer.*

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

*No additional resources will be required in order to implement these changes.*

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

*No, all new course requirements come from Physics, so no other discipline will be affected.*

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.

*See attached note from the ATS Dean.*



DATE: April 3, 2025  
TO: UEC, Faculty of Science  
CC: Dr. Jeff Chizma, Department Head, Physics & Engineering  
FROM: Dr. Teresa Kisilevich, Dean, Faculty of Applied and Technical Studies  
RE: Program change – Bachelor of Science, Physics Major

---

I have reviewed the proposed changes to the Physics Major, with particular care to the scheduling and budgetary implications should these changes be implemented. I am confident that any budgetary implications can be managed within the current faculty budget.

## Physics major

This section specifies the Physics major discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

### Declaration requirements

Students admitted to the [Bachelor of Science](#) may formally declare a science major or minor if they have a minimum CGPA of 2.00 and meet the declaration requirements for the subject discipline. BSc students are expected to declare a major or minor by the time they have completed 60 credits. Students in other degree programs may declare a science major or minor if they satisfy the declaration requirements and have the approval of their program.

Bachelor of Science students wishing to declare a Physics major must complete the following prior to their formal declaration:

- PHYS 112 or [PHYS 118](#)
- One of MATH 112 or MATH 118, with a minimum grade of C

### Program outline

#### Lower-level requirements

| Course                                     | Title                                                         | Credits      |
|--------------------------------------------|---------------------------------------------------------------|--------------|
| PHYS 111                                   | Mechanics                                                     | 5            |
| <del>or PHYS 101 with a B+ or better</del> | <del>Introductory General Physics: Mechanics and Fluids</del> | <del>-</del> |
| PHYS 112                                   | Electricity and Magnetism                                     | 5            |
| <u>or PHYS 118</u>                         | <u>Waves, Optics, and Electromagnetism</u>                    |              |
| PHYS 221                                   | Intermediate Mechanics                                        | 4            |
| PHYS 231                                   | Thermodynamics                                                | 3            |
| <u>PHYS 232</u>                            | <u>Experimental Methods in Physics</u>                        | <u>3</u>     |
| <u>PHYS 281</u>                            | <u>Theoretical Methods in Physics</u>                         | <u>3</u>     |
| MATH 111                                   | Calculus I                                                    | 4            |
| MATH 112                                   | Calculus II                                                   | 4            |
| <b>or</b> MATH 118                         | Calculus II for Life Sciences                                 |              |
| MATH 211                                   | Calculus III                                                  | 3            |
| <b>One of:</b>                             |                                                               | 3–4          |
| COMP 120                                   | Computing for the Sciences                                    |              |
| COMP 150                                   | Introduction to Programming                                   |              |

|                 |                                             |
|-----------------|---------------------------------------------|
| COMP 152        | Introduction to Structured Programming      |
| <u>ENGR 153</u> | <u>Structured Programming for Engineers</u> |

~~Note: While not degree requirements, PHYS 225 and PHYS 232 are recommended as they are prerequisites for several upper-level courses. Other recommended lower-level courses can be found in the Physics Honours section.~~

### Upper-level requirements

| Course                             | Title                                                                                                                                                                                                | Credits      |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <u>PHYS 311</u>                    | <u>Statistical Physics</u>                                                                                                                                                                           | <u>3</u>     |
| <u>PHYS 312</u>                    | <u>Intermediate Electromagnetism</u>                                                                                                                                                                 | <u>3</u>     |
| <u>PHYS 351</u>                    | <u>Quantum Mechanics</u>                                                                                                                                                                             | <u>3</u>     |
| <u>PHYS 352</u>                    | <u>Special Relativity and Classical Fields</u>                                                                                                                                                       | <u>3</u>     |
| PHYS 381/<br>MATH 381/<br>ENGR 257 | Mathematical Physics                                                                                                                                                                                 | 3            |
| Plus either:                       | <u>27-15</u> credits of upper-level PHYS or ENPH                                                                                                                                                     | <u>27-15</u> |
| <b>or</b>                          | <u>24-9</u> credits of upper-level PHYS or ENPH and a major <u>or honours</u><br>in one of the following: Biology, Biochemistry, Chemistry,<br>Computing Science, Mathematics, or Physical Geography | <u>24-9</u>  |

Note: Students must complete a minimum of 15 upper-level physics (PHYS or ENPH) credits at UFV.

**Memo for Program Changes**

To: *Science Faculty Council, UEC*

From: *Jeff Chizma, Physics department Head*

Date: *April 3, 2025*

**Subject: Program change - Bachelor of Science – Physics Minor**

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:

*We are updating the number of listed course requirements to better reflect what is expected for students with a minor in Physics, and to help ensure that all course prerequisites are met.*

2. Rationale for change(s):

*In the past couple of years we have had some difficulty placing our students into graduate programs with our Physics major, and as a result we were compelled to make some changes to our programs (the major and honours in particular) to help ensure the success of our students after graduation. These changes also necessitated updating some of our course offerings, which affected all of our programs. The changes to the minor consist of updating the list of offered courses (including the new PHYS 118), as well as some tightening of the requirements by adding in specific courses needed for the minor. This will help keep students on track in terms of ensuring that they are taking the necessary prerequisite courses needed in order to complete the minor. The changes will also better align the Physics minor with other minors offered at UFV, and are now more consistent with Physics minors offered at other institutions.*

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

*The program outcomes have not changed.*

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

*Indigenous pedagogies will be integrated to enhance learning. Storytelling will be used to introduce new concepts, making abstract ideas more relatable and meaningful. Collaborative group projects will encourage students to learn from one another, reflecting the communal nature of Indigenous knowledge-sharing. Hands-on learning in labs will be emphasized, with experiments designed to promote discovery-based learning, reinforcing the idea that knowledge is built through experience and exploration. The deep connection between physics and the world around us will be emphasized and examples anchored in Indigenous experience will be used when possible. By incorporating these approaches, students will engage more deeply with scientific concepts in a way that is both inclusive and impactful.*

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

*No additional resources will be required.*

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

*On average we have only around 2 students per year who earn a minor in Physics, where the changes we are proposing would not have any impact on the courses those students generally take. We are in effect codifying the courses that all minor students need to take in order to successfully earn the credential.*

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?

*Yes, the number of required courses has increased from zero listed courses to in effect 7 listed courses (one of which has three options). These (now) required courses were all courses students needed to take in order to earn the minor (based on pre and corequisites required for upper-level courses), so this new listing will make it easier for students to plan their semesters. These changes will not affect the overall number of courses offered in Physics.*

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

*No additional resources will be required in order to implement these changes.*

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses?

*Yes. Although we are now requiring MATH 211 as part of the minor, this course was effectively always required in the past in order to earn the minor. That is, MATH 211 is a required co-requisite for PHYS 221 and a pre-requisite for PHYS 381 – both of which are required in order to take most upper-level Physics courses. We therefore do not anticipate there being an impact on the overall number of students taking MATH 211 as a result of the proposed changes.*

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.

*See attached note from the Dean of ATS.*



DATE: April 3, 2025  
TO: UEC, Faculty of Science  
CC: Dr. Jeff Chizma, Department Head, Physics & Engineering  
FROM: Dr. Teresa Kisilevich, Dean, Faculty of Applied and Technical Studies  
RE: Program change – Bachelor of Science, Physics Minor

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I have reviewed the proposed changes to the Physics Minor, with particular care to the scheduling and budgetary implications should these changes be implemented. I am confident that any budgetary implications can be managed within the current faculty budget.

## Physics minor

This section specifies the Physics minor requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements. Students need to combine these physics minor requirements with the credits from another science minor, major, or honours if they wish to obtain a Bachelor of Science degree.

Note: Students must be aware that upper-level physics courses require lower-level physics and math prerequisites. Students are advised to take these lower-level prerequisites in their first two years of full-time study.

### Declaration requirements

Students admitted to the [Bachelor of Science](#) may formally declare a science major or minor if they have a minimum CGPA of 2.00 and meet the declaration requirements for the subject discipline. BSc students are expected to declare a major or minor by the time they have completed 60 credits. Students in other degree programs may declare a science major or minor if they satisfy the declaration requirements and have the approval of their program.

Bachelor of Science students wishing to declare a Physics minor must complete the following prior to their formal declaration:

- PHYS 112 or PHYS 118
- One of MATH 112 or MATH 118, with a minimum grade of C

### Program outline

#### ~~Recommended~~ Lower-level requirements courses

| Course              | Title                                      | Credits      |
|---------------------|--------------------------------------------|--------------|
| PHYS 111            | Mechanics                                  | 5            |
| PHYS 112            | Electricity and Magnetism                  | 5            |
| <u>or PHYS 118</u>  | <u>Waves, Optics, and Electromagnetism</u> |              |
| PHYS 221            | Intermediate Mechanics                     | 4            |
| <del>PHYS 225</del> | <del>Waves and Introductory Optics</del>   | <del>3</del> |
| <del>PHYS 234</del> | <del>Thermodynamics</del>                  | <del>3</del> |
| <del>PHYS 232</del> | <del>Experimental Methods in Physics</del> | <del>3</del> |
| MATH 111            | Calculus I                                 | 4            |
| MATH 112            | Calculus II                                | 4            |
| <b>or</b> MATH 118  | Calculus II for Life Sciences              |              |
| MATH 211            | Calculus III                               | 3            |

**One of:**

|                 |                                        |          |
|-----------------|----------------------------------------|----------|
| <u>PHYS 231</u> | <u>Thermodynamics</u>                  | <u>3</u> |
| <u>PHYS 232</u> | <u>Experimental Methods in Physics</u> | <u>3</u> |
| <u>PHYS 281</u> | <u>Theoretical Methods in Physics</u>  | <u>3</u> |

Note: Students interested in taking certain upper-level PHYS courses may require specific second year PHYS courses as prerequisites.

**Upper-level requirements**

| <b>Course</b> | <b>Title</b>                           | <b>Credits</b> |
|---------------|----------------------------------------|----------------|
|               | 14 credits of upper-level PHYS or ENPH | 14             |

Note: Students must complete a minimum of nine upper-level physics (PHYS or ENPH) credits at UFV.

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Dr. Brianna Strumm, Chair, BSW Program Committee, SWHS

Date: June 2, 2025

**Subject: SOWK 330, BSW Practicum I, update**

*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: Removal of A/B option. Since the total number of hours required to complete this practicum is 315, it is not feasible or practical to stretch these hours over 2 semesters. Agencies and students require consistent engagement to advance their practice. SOWK 330 is meant to be an immersive learning experience over a 13–15-week period.

2. Rationale for change: The course was due for a six-year review and required several critical changes for clarity and specificity. Critical changes are as follows:

- The total hours requirement and approximate weekly breakdown of hours at practicum site is specified. Students need to be aware of the expectations to be able assess their ability and readiness to take this course.
- The learning outcomes were extensive; we cut these down to focus on the core areas of practice for SOWK 330.
- We clearly specified and laid out how the course is evaluated.
- We added updated readings and included the Indigenous Code of Ethics for practice, alongside our BCCSW Code of Ethics/Standards of Practice.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): SOWK 330 aligns with all the ILOs, as well as the BSW program outcomes. Field

experiences are the signature pedagogy of social work. When students engage with social work practice within their BSW program, they are engaging in building knowledge, skills, and reflecting on their values and ethics in practice. In field placements, students are expected to apply their knowledge and skills, critically think about themselves and their practice, communicate effectively, foster collaboration, engage with Indigenous knowledge and knowledge systems, contribute locally to agencies, advocate for EDIA, and reflect throughout their coursework.

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)? SWHS
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 \(UNDRIP\)](#).

Bachelor of Social Work (BSW) field placements can actively respond to the TRC Calls to Action through intentional, culturally responsive education and practice. There are a variety of ways this can occur, including: a) Indigenous-centred placements – field education partnerships with Indigenous-led organizations or communities help students learn from Indigenous worldviews and practices (e.g., healing circles, traditional knowledge keepers); b) Curriculum integration and experiential field-based learning – structured and ongoing reflection on colonial systems and privilege, paired with direct practice in Indigenous or Indigenous-adjacent contexts (urban or rural), deepens understanding of the intergenerational trauma caused by colonial systems, such as residential schools; c) Cultural safety and humility in practice – field placements that emphasize cultural safety, anti-oppressive practice, and trauma-informed care help students deliver services in ways aligned with Indigenous values; d) Supervision and mentorship – supervision that includes Indigenous mentors or Elders can support critical reflection on settler identity, power imbalances, and reconciliation; and e) Advocacy and policy analysis – students placed in advocacy or community development roles can directly support Indigenous self-determination, treaty rights, and culturally grounded service reform.

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

Principles of EDI are embedded in the learning outcomes, topic selection, and reflective practice opportunities. Specifically embedded in learning outcomes 6 & 7, students will engage in cultural humility which includes lifelong learning, self-awareness, and recognition of power imbalances. Furthermore, students will engage with Indigenous worldviews and perspectives as they apply to

social work practice. Students must respectfully integrate Indigenous ways of knowing and understand how colonization continues to shape institutions and client experiences. Reflective practice assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility. Topic selection during the seminars is also supportive of EDI by equipping students to challenge systemic inequities and build inclusive, ethical relationships. They foster self-awareness, accountability, and resilience in diverse practice settings while ensuring communication, documentation, supervision, and closure are approached in ways that address equity and diversity.

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: Standard UFV tuition applies. No course materials are required. Students are expected to pay for their transportation to/from their practicum site. They are also responsible for attaining a criminal record check prior to practicum.

**CWC comments and responses:**

- How often has this course been offered over two semesters compared to one semester?  
*Since the change was made in 2018, it has never been offered in this manner.*
- Is this the right allocation of credits for this number of hours? Is this consistent with what other institutions do?  
*Six credits for Practicum I seems correct. For example, UBC, VIU & TRU have the same number of credits for this course as we do*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------|----|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> BSW Practicum I<br><b>Course Short Title:</b> BSW Practicum I                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Department/School:</b> Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br><p>A supervised field placement in an approved setting to introduce micro, mezzo, and macro levels of professional social work practice. Students will integrate and critically reflect on social work knowledge, skills, theory, ethics, and values.</p> <p>Note: Attendance at field placement and seminars is required. Students must be available to complete 315 hours at the designated practicum site during its operating hours. Students are expected to complete 21 hours per week for 13 to 15 weeks.</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | Admission to the Bachelor of Social Work and C or better in both SOWK 300 and SOWK 311.                                                                                                                                                                                                                                                                                                                                                                                                      |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | SOWK 312, SOWK 320, and SOWK 392.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <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>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>16</b> |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Practicum</td> <td>315</td> </tr> <tr> <td>Lecture/seminar</td> <td>18</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>333</b></td> </tr> </table>                                                                                                                                                                                                                 |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 315 | Lecture/seminar | 18 |  |  |  |  |  |  | <b>Total hours</b> | <b>333</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 315        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 18         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>333</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                            |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date of meeting:</b> April 4, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date of meeting:</b> September 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                               |  |

SOWK 330

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Apply the BCCSW Social Work Code of Ethics and Standards of Practice and Indigenous Code of Ethics in the field placement.
2. Describe the integration of the micro, mezzo, and macro levels of social work practice.
3. Build professional relationships with individuals, groups, and communities as well as with supervisors and team members.
4. Communicate professionally in oral and written form.
5. Identify social work theories and skills and how they are applied in the field placement.
6. Critically analyze social systems and the importance of respecting diversity, equity, inclusion, and decolonization.
7. Engage with Indigenous worldviews and perspectives as they apply to social work practice.

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

|            |      |   |   |
|------------|------|---|---|
| Practicum: | 100% | % | % |
|            | %    | % | % |

**Details:**

The Faculty Liaison assigns a grade of credit/no credit based on satisfactory/unsatisfactory achievement of the learning outcomes. The Field Instructor recommends a grade to the Faculty Liaison based upon their assessment of the student's achievement of the learning outcomes by the final evaluation.

Successful completion of this course requires:

- Satisfactory achievement of the learning outcomes and the final evaluation
- Completion of all required practicum hours (315)
- Completion of critical reflection of learning (self-assessment) and participation in mid-term and final evaluation meetings with the Field Instructor and Faculty Liaison
- Participation in all scheduled practicum seminars
- Completion of all reflective practice assignments
- Completion of all IPT documentation, including the placement contract, learning contract, hours tally, mid-term, and final evaluation

**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 and group discussion, class presentations, reflective practice (verbal and written), collaborative learning, and guest lecturers.

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

| Type                    | Author or description | Title and publication/access details                        | Year    |
|-------------------------|-----------------------|-------------------------------------------------------------|---------|
| 1. Online resource      | BCCSW                 | <i>Social work Code of Ethics and Standards of Practice</i> | Current |
| 2. Other                | SWHS                  | <i>UFV BSW Program Field Education Manual</i>               | Current |
| 3. Other                | SWHS                  | <i>Field Practice Guidelines</i>                            | Current |
| 4. Indigenous knowledge | Nation-based          | <i>Traditional Indigenous Code of Ethics</i>                | N/A     |
| 5.                      |                       |                                                             |         |

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

**Course Content and Topics**

1. Introduction to practicum and IPT documentation
2. Ethical frameworks and guidelines; bridging theory to practice
3. Using supervision and interpersonal communication skills
4. Professional resiliency and wellness in the workplace
5. Reflective practice tools and techniques
6. Diversity, equity, and inclusion in the workplace
7. Endings and closure

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Dr. Brianna Strumm, Chair, BSW Program Committee, SWHS

Date: June 2, 2025

**Subject: SOWK 430, BSW Practicum II, update**

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

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

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

2. Rationale for change: The course was due for a six-year review and required several critical changes for clarity and specificity. Critical changes are as follows:

- The total hours requirement and approximate weekly breakdown of hours at practicum site is specified. Students need to be aware of the expectations to be able assess their ability and readiness to take this course.
- The learning outcomes were extensive; we cut these down to focus on the core areas of practice for SOWK 430 and build directly on SOWK 330.
- We clearly specified and laid out how the course is evaluated.
- We added updated readings and included the Indigenous Code of Ethics for practice and TRC Calls for Action, alongside our BCCSW Code of Ethics/Standards of Practice.
- For the last 2 years, we have piloted allowing students to take SOWK 404 & 410 alongside SOWK 430 and this has been a successful endeavor. It allows students to graduate a bit sooner, if this is all they have left to complete their degree. SOWK 404 and SOWK 410 have therefore been moved from pre- to co-requisites.

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 \(ILOs\)](#):

SOWK 430 aligns with all the ILOs, as well as the BSW program outcomes. Field experiences are the signature pedagogy of social work and when students engage with social work practice within their BSW program. SOWK 430 is the final course many students take before graduation and are expected to solidify their knowledge and skills, while honing their values and ethics in practice. In field placements, students are expected to apply their professional knowledge and skills, critically think about themselves and their practice, communicate effectively, foster collaboration, engage with Indigenous knowledge and knowledge systems, contribute locally to agencies, advocate for EDI, and reflect actively throughout their coursework.

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)? SWHS
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 \(UNDRIP\)](#).

Bachelor of Social Work (BSW) field placements can actively respond to the TRC Calls to Action through intentional, culturally responsive education and practice. There are a variety of ways this can occur, including: a) Indigenous-centred placements – field education partnerships with Indigenous-led organizations or communities help students learn from Indigenous worldviews and practices (e.g., healing circles, traditional knowledge keepers); b) Curriculum integration and experiential field-based learning – structured and ongoing reflection on colonial systems and privilege, paired with direct practice in Indigenous or Indigenous-adjacent contexts (urban or rural), deepens understanding of the intergenerational trauma caused by colonial systems, such as residential schools; c) Cultural safety and humility in practice – field placements that emphasize cultural safety, anti-oppressive practice, and trauma-informed care help students deliver services in ways aligned with Indigenous values; d) Supervision and mentorship – supervision that includes Indigenous mentors or Elders can support critical reflection on settler identity, power imbalances, and reconciliation; and e) Advocacy, policy development, and policy analysis – students placed in advocacy or community development roles can directly support Indigenous self-determination, treaty rights, and culturally grounded service reform.

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

Principles of EDI are embedded in the learning outcomes, topic selection, and reflective practice opportunities. Specifically embedded in learning outcomes 7 & 8, students will engage in cultural humility and sensitivity which includes lifelong learning, self-awareness, and recognition of power imbalances. Furthermore, students will engage with Indigenous worldviews and perspectives as they apply to social work practice, along with the TRC Calls to Action. Students must respectfully integrate Indigenous ways of knowing and understand how colonization continues to shape institutions and client experiences. Reflective practice assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility. Topic selection during the seminars is also supportive of EDI by equipping students to challenge systemic inequities and build inclusive, ethical relationships. They foster self-awareness, accountability, and resilience in diverse practice settings while ensuring communication, documentation, supervision, and closure are approached in ways that address equity and diversity.

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: Standard UFV tuition applies. No course materials are required. Students are expected to pay for their transportation to/from their practicum site. They are also responsible for attaining a criminal record check prior to practicum.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): November 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------|----|--|--|--|--|--|--|--------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 430                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | <b>Number of Credits:</b> 9 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                         |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Course Full Title:</b> BSW Practicum II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Course Short Title:</b> BSW Practicum II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Department/School:</b> Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br><p>Supervised field placement in an approved setting to further develop micro, mezzo, and macro levels of professional social work practice. Students critically reflect upon and integrate social work knowledge, skills, theory, policy, research, and ethics.</p> <p>Note: Attendance at practicum placement and seminars is required. Students must be available to complete 420 hours at the designated practicum site during its operating hours. Students are expected to complete 28 hours per week for 13 to 15 weeks, or 14 hours per week over 26 to 30 weeks in the A/B option.</p> <p>Note: This course is offered either as SOWK 430 or SOWK 430A and 430B. When run as SOWK 430A and SOWK 430B, the course takes place over two terms in the same academic year. Students must successfully complete SOWK 430A and SOWK 430B to receive credit.</p> <p>Note: Students are encouraged to take this course in the final semester of their program. It may be taken alone or alongside up to two other courses.</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | Admission to the Bachelor of Social Work and a C or better in each of SOWK 312, SOWK 320, SOWK 330, and SOWK 392.                                                                                                                                                                                                                                                                                                                                                              |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Corequisites (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | SOWK 404 and SOWK 410. Note: Students in the Child Welfare specialization must have the following additional pre/corequisites: SOWK 412, SOWK 483, and SOWK 491.                                                                                                                                                                                                                                                                                                               |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Antirequisite Courses (Cannot be taken for additional credit.)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(If offered in the previous five years, antirequisite course(s) will be noted in the calendar description.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <b>No</b><br>(See <a href="#">policy 207</a> for more information.)<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>16</b> |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Practicum</td> <td>420</td> </tr> <tr> <td>Lecture/seminar</td> <td>18</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>438</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 420 | Lecture/seminar | 18 |  |  |  |  |  |  | <b>Total hours</b> | <b>438</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because students must complete a practicum at the end of their program. |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 18         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>438</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 (See <a href="#">bctransferguide.ca</a>.)</b><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b>                                                                                                                                                                                                                                                                                                                |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date of meeting:</b> April 4, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | <b>Date of meeting:</b> September 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |                 |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                           |  |

**SOWK 430**

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

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

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

1. Apply the BCCSW Social Work Code of Ethics and Standards of Practice and Indigenous Code of Ethics in the field placement.
2. Evaluate systemic issues that may affect social work practice at the micro, mezzo, and macro levels.
3. Critically reflect on engagement in assessment, planning, intervention, and evaluation.
4. Integrate classroom learning, theory, knowledge, and skills to social work practice.
5. Cultivate social work leadership and collaborative practice within interdisciplinary teams.
6. Implement interpersonal communication skills and relationship-building in social work practice, including during supervision.
7. Demonstrate cultural humility and sensitivity when engaging with and responding to individuals with diverse needs and histories.
8. Apply the Truth and Reconciliation Calls to Action in social work practice with Indigenous peoples.

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

|            |      |   |   |
|------------|------|---|---|
| Practicum: | 100% | % | % |
|            | %    | % | % |

**Details:**

The Faculty Liaison assigns a grade of credit/no credit based on satisfactory/unsatisfactory achievement of the learning outcomes. The Field Instructor recommends a grade to the Faculty Liaison based upon their assessment of the student's achievement of the learning outcomes by the final evaluation.

Successful completion of this course requires:

- Satisfactory achievement of the learning outcomes and the final evaluation
- Completion of all required practicum hours (420)
- Completion of critical reflection of learning (self-assessment) and participation in mid-term and final evaluation meetings with the Field Instructor and Faculty Liaison
- Participation in all scheduled practicum seminars
- Completion of all reflective practice assignments
- Completion of all IPT documentation, including the placement contract, learning contract, hours tally, mid-term, and final evaluation

**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.)*

Group and class discussion, presentations, critical reflection (verbal and written), collaborative learning, guest lecturers, field projects

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

| Type                    | Author or description                               | Title and publication/access details            | Year    |
|-------------------------|-----------------------------------------------------|-------------------------------------------------|---------|
| 1. Online resource      | BCCSW                                               | <i>Code of Ethics and Standards of Practice</i> | Current |
| 2. Other                | SWHS                                                | <i>UFV BSW Program Field Education Manual</i>   | Current |
| 3. Other                | SWHS                                                | <i>Field Practice Guidelines</i>                | Current |
| 4. Indigenous knowledge | Nation-based                                        | <i>Traditional Indigenous Code of Ethics</i>    | N/A     |
| 5. Online resource      | Truth and Reconciliation Commission (TRC) of Canada | <i>TRC Call to Action</i>                       | 2015    |

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

**Course Content and Topics**

1. Expectations and processes involved in field placement including review of all required documentation
2. BCCSW Code of Ethics and Standards of Practice and Professionalism in documentation and communication
3. Development of a social work theoretical practice framework
4. Reflexivity and use of self in social work practice
5. Resiliency in social work practice
6. Social work leadership within an interdisciplinary team
7. Endings and closure

**Memo for Program Changes****To:** Chair, Undergraduate Education Committee**From:** Dr. Beth Watters, HSER Program Chair, SWHS**Date:** May 9, 2025<sup>1</sup>**Subject:** Program change (Social Service Worker certificate)**1. Summary of changes (select all the apply):**

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

**2. Rationale for change(s):****A) Change to the duration, philosophy, or direction of a program**

**Background:** Introduced in 2003 as the *Community Support Worker* certificate, the School of Social Work and Human Services (SWHS) admitted its final cohort of students to the *School and Community Support Worker* (SCSW) certificate in September 2024 after 22 years in operation. The SCSW certificate, which prepared students “to work with children and adults with diverse abilities ...in schools as Education Assistants” and in “community and residential settings” (University of the Fraser Valley [UFV], n.d.-a), has not been offered as of September 2025 because the School of Education at UFV is now offering an *Inclusive Education Assistant* (IEA) certificate program (UFV, n.d.-b), which is closely modelled on the SCSW certificate.

**Program Change:** Given this change, SWHS intends to restructure the previous SCSW certificate into a *Social Service Worker* (SSW) certificate. This modifies the philosophy and direction of the program, as the SSW certificate program will not be focused on preparing students to work specifically with people with diverse abilities. Rather, the SSW certificate will cover more content areas (e.g., Indigenous-centred practice, family practice, and mental health and substance use) to prepare students to work in a wider variety of social service settings, including community inclusion, family support, group homes, housing support, Indigenous services, mental health, older adults, outreach, settlement, substance use, and youth services. Content related to inclusion and diverse abilities will be both woven throughout the curriculum and covered in an elective course specific to community

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<sup>1</sup> Note: This memo was updated on October 8, 2025, and verb tenses were adjusted as appropriate.

inclusion (see details regarding HSER 195 below). (Note: The one-year duration of the program will remain unchanged).

**Rationale:** We are proposing this program change so that SWHS can continue to offer a one-year certificate program and meet the needs of students and the community. There are many benefits to this change, as a one-year SSW certificate program will:

- a) **Provide prospective students with more program options.** Some individuals cannot commit to a two-year diploma program due to work, health, caregiving, financial, or other reasons; as such, a one-year certificate offers an opportunity to obtain a credential in social services in a shorter period. Providing such an option aligns with social work values, including in relation to EDID and social justice, as a one-year certificate program may be more accessible to individuals who are more likely to experience barriers to post-secondary education, such as solo caregivers, people with diverse abilities, newcomers to Canada, individuals with lower incomes, and first-generation post-secondary students.

Workers accessing WorkSafeBC's vocational rehabilitation (VR) program are another group of prospective students that may be interested in the certificate. Within VR, workers may be approved for formal training, which refers to "courses or programs which: 1. Add to, or upgrade a worker's existing skills or qualifications; 2. Provide new occupational skills", which can include "academic programs offered through recognized training or educational institutions" (WorkSafeBC, 2000, p. 11-14). Since cost is a key consideration in the VR process (WorkSafeBC, 2000), a one-year certificate may be more likely to get approved than a longer academic program, depending on a worker's particular circumstances.

In addition, the certificate may be of interest to international students who wish to remain in Canada after graduating. In alignment with government data projecting long-term employment shortages in some sectors, "Human Services, General" instructional programs fall within one of the six broad categories<sup>2</sup> approved for post-graduate work permits (PGWPs) by the Government of Canada (n.d.-b). Like the SSW diploma, the SSW certificate should fall under the "Human Services, General" category, thereby making graduates of this program eligible for a PGWP and increasing their chances of staying in Canada post-graduation.

- b) **Provide SSW certificate students with more program options.** All courses in the SSW certificate will directly transfer to/ladder into the SSW diploma for students who wish to continue their studies. This is consistent with other one-year SSW/Human Service Worker (HSW) certificate programs offered by public post-secondary institutions in the province, of which there are six<sup>3</sup>.
- c) **Provide SSW diploma students with more program options.** Some diploma students may decide—for personal, academic, or other reasons—to withdraw after one year in the program; as such, with an option for an "early exit" from the program, students who leave after one year could do so with a credential in hand, thereby increasing their employability. A small number of diploma students abandon the second year of the program upon being admitted to our BSW

<sup>2</sup> Instructional programs that fall under "Human Services, General" are assigned the Classification of Instructional Program (CIP) code of 44.0000 by Statistics Canada (n.d.).

<sup>3</sup> The six public post-secondary institutions with one-year SSW or HSW certificate programs are: Coast Mountain (Terrace), College of New Caledonia (Prince George), College of the Rockies (Cranbrook), Langara College (Vancouver), Selkirk College (Castlegar), and Thompson Rivers University (Kamloops).

degree. These students would be better served if they complete a credential after one year in the event they are delayed, or unable, to complete the BSW degree for whatever reason.

- d) **Meet a need in the community.** There are currently six public post-secondary institutions in BC that offer one-year SSW/HSW certificate programs; however, only one is in the Lower Mainland, namely Langara College in Vancouver. As such, our SSW certificate will help meet a local demand for direct service social service workers.

According to the Government of Canada (n.d.), the employment outlook for Social and Community Service Workers<sup>4</sup> in BC for the 2024-26 period is “good”, with the following contributing factors: “employment growth will lead to several new positions, a moderate number of positions will become available due to retirements, and there are a small number of unemployed workers with recent experience in this occupation” (para. 4).

Similarly, the BC Labour Market Outlook (Government of BC, 2024) projects that “health care and social assistance” (excluding childcare) is one of five industries that will “generate more than half (56%) of the job openings in BC” over the next 10 years due to an aging population (p. 18). Further, within the care sector, one of the top three occupations with the highest number of projected job openings is Social and Community Service Workers, with an estimated 14,970 openings between 2024 and 2034.

## B) Changes to required courses

**Program Change:** The SSW certificate will retain 19 of the 31 credits (61%) in the previous SCSW certificate; however, five courses will be replaced with existing courses that are required in the SSW diploma. The replaced courses are as follows:

- *EDAS 131 (formerly HSER 131)* will be replaced with *HSER 130 Social Service Worker Practicum I*.
- *EDAS 190 (formerly HSER 190)* will be replaced with *HSER 140 Introduction to Indigenous-Centred Human Services*.
- *EDAS 192 (formerly HSER 192)* will be replaced with *PSYC 101 Introduction to Psychology I* OR *PSYC 102 Introduction to Psychology II*.
- *EDAS 194 (formerly HSER 194)* will be replaced with *SOWK 283 Introduction to Social Work Practice with Families*.
- *HSER 195 Relationships and the Community* will be replaced with *SOWK 297 Introduction to Mental Health and Substance Use*.

These changes are summarized in Table 1 below:

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<sup>4</sup> The National Occupational Classification (NOC) code for Social and Community Service Workers is 42201.

**Table 1. Program Outlines for the SCSW and SSW Certificate Programs**

| School and Community Support Worker (SWCW) Certificate |                                                                                      |         | Social Service Worker (SSW) Certificate |                                                                                    |         |    |
|--------------------------------------------------------|--------------------------------------------------------------------------------------|---------|-----------------------------------------|------------------------------------------------------------------------------------|---------|----|
| Semester I                                             |                                                                                      |         |                                         |                                                                                    |         |    |
| Course                                                 | Title                                                                                | Credits | Course                                  | Title                                                                              | Credits |    |
| CMNS 125<br>OR<br>ENGL 105                             | Communicating Professionally to Academic and Workplace Audiences OR Academic Writing | 3       | CMNS 125<br>OR<br>ENGL 105              | Introduction to Professional Communication OR Academic Writing                     | 3       |    |
| HSER 120                                               | Interpersonal Communication Skills                                                   | 3       | HSER 120                                | Interpersonal Communication Skills                                                 | 3       |    |
| <del>HSER 190</del>                                    | <del>Introduction to Community and School Support</del>                              | 3       | HSER 140                                | Indigenous-Centred Human Services                                                  | 3       |    |
| <del>HSER 192</del>                                    | <del>Supporting Students in Schools</del>                                            | 3       | PSYC 101<br>OR<br>PSYC 102              | Introduction to Psychology I OR Introduction to Psychology II                      | 3       |    |
| SOWK 110                                               | Introduction to Social Work and Social Services                                      | 3       | SOWK 110                                | Introduction to Social Work and Social Services                                    | 3       |    |
| Semester I Credits                                     |                                                                                      | 15      | Semester I Credits                      |                                                                                    |         | 15 |
| Semester II                                            |                                                                                      |         |                                         |                                                                                    |         |    |
| <del>HSER 131</del>                                    | <del>Education Assistant/Community Support Worker Practicum</del>                    | 7       | HSER 130                                | Social Service Worker Practicum I                                                  | 7       |    |
| HSER 194                                               | Education Assistants and Inclusive Schools                                           | 3       | SOWK 283                                | Introduction to Social Work Practice with Families                                 | 3       |    |
| HSER 195                                               | Relationship and the Community                                                       | 3       | SOWK 297                                | Introduction to Mental Health and Substance Use                                    | 3       |    |
| SOWK 225<br>OR<br>PSYC 250                             | Human Behaviour and the Social Environment OR Introduction to Lifespan Development   | 3       | SOWK 225<br>OR<br>PSYC 250              | Human Behaviour and the Social Environment OR Introduction to Lifespan Development | 3       |    |
| Semester II Credits                                    |                                                                                      | 16      | Semester II Credits                     |                                                                                    |         | 16 |
| Total Program Credits                                  |                                                                                      | 31      | Total Program Credits                   |                                                                                    |         | 31 |

**Rationale:** The rationale for these course replacements is as follows:

- HSER 131, HSER 190, HSER 192, and HSER 194 cannot be offered from September 2025 onwards because we admitted the final cohort of students to the previous SCSW certificate in the 2024-25 academic year (see above). Students who did not complete these required courses during, or prior to, the 2024-25 academic year can complete them in the IEA program, namely EDAS 131, EDAS 190, EDAS 192 and EDAS 194, respectively. These certificate students have four years from the time of admittance to complete all program requirements.
- HSER 130, HSER 140, SOWK 283, SOWK 297, and PSYC 101 or PSYC 102 are all required courses in the SSW diploma; as such, inclusion of these courses in the certificate allows students to ladder directly into the SSW diploma.
- Most courses (67%) in the SSW certificate will align with commonly required courses in SSW/HSW certificate programs in BC, which will better enable student transfers from other institutions. Based on a scan of these programs (and noting corresponding SWHS course codes):
  - 100% include one or more practica (HSER 130) as well as courses in interpersonal communications (HSER 120), introduction to social work and/or social services (SOWK 110), and writing/communications (CMNS 125 or ENGL 105);
  - 67% include a course related to practice with families (SOWK 283); and
  - 50% include a course with an Indigenous focus (HSER 140).

- d) HSER 195 will be redeveloped and offered as an elective course for SSW certificate and diploma students, with a focus on community inclusion.

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

- Not applicable.

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

- We are adding *HSER 140 Introduction to Indigenous-Centred Human Services* to the certificate, which is a required course in the SSW diploma and will strengthen students' knowledge and skills to engage with Indigenous peoples in their social service practice.

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

- Not applicable.

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

- The SSW certificate is expected to offset decreased enrolment in SWHS due to the winding down of the previous SCSW certificate. Per this memo, four of the five courses in the previous SCSW certificate will be replaced with existing HSER and SOWK courses, thereby offsetting a decrease in enrolment. Further, we will be redeveloping HSER 195 as an elective course for SSW certificate and diploma students, which will further offset a decrease in enrolment.
- Also, given the demand for social service workers and, for many individuals, the greater accessibility of a one-year certificate over a two-year diploma, overall enrolment in SWHS may increase.

**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?**

- Yes, the SSW certificate will have one fewer required course from our discipline. Four of the five courses will be replaced with existing HSER or SOWK courses; however, one will be substituted with a required course from psychology (*PSYC 101 Introduction to Psychology I* OR *PSYC 102 Introduction to Psychology II*) to align with the requirements in the SSW diploma and allow SSW certificate students to ladder directly into the SSW diploma program.

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

- Four SCSW certificate courses will be replaced by existing HSER and SOWK courses. These changes will be reflected in the future timetables whereby HSER 130, HSER 140, SOWK 283, and SOWK 297 may be offered more often depending on enrolment numbers in the SSW certificate and diploma programs. We expect increased demand for these courses can readily be met by both full-time and sessional faculty members with expertise across these courses.

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.**

- Yes, one additional course will be required from another discipline (psychology). The SSW certificate will require students to complete one of PSYC 101 or PSYC 102 to align with the requirements for the SSW diploma and facilitate laddering from one program to the other; however, we do not expect this to have an impact on the Psychology Department. Given that SSW diploma students already take one of these two psychology courses, it is not anticipated that adding SSW certificate students to these courses will have an impact on the Psychology Department; however, the Psychology Department was consulted.

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.**

- The School does not require additional budgetary resources to revise this program. Four SWHS courses (HSER 130, HSER 140, SOWK 283, and SOWK 297) will replace three courses that are no longer offered by the School (HSER 131, HSER 190, and HSER 194) and will replace one that will be redeveloped and offered as an elective (HSER 195). Either PSYC 101 or 102 will replace HSER 192.

#### **References**

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Academic Calendar [2024/25](#)~~2026/2027~~

Social Work and Human Services

[ufv.ca/swhs](http://ufv.ca/swhs)

### ~~School and Community Support~~ Social Service Worker certificate

**Note:** This program will become the ~~Inclusive Education Assistant certificate~~ effective Fall 2025. The updated program will be published in the 2025/26 calendar. Please visit the [School of Education](#) for more information.

The ~~Social Service Worker~~ certificate is a one-year, 31-credit program that prepares students to work in community-based social service settings, including community inclusion, family support, group homes, housing support, Indigenous services, mental health, older adults, outreach, settlement, substance use, and youth support. This one-year, 31-credit program prepares students to work with children and adults with diverse abilities. Under the supervision of classroom teachers, graduates work in schools as Education Assistants to support students' academic goals, address behavioural issues, and assist with personal care. Working in community and residential settings, graduates work with clients to develop and facilitate goals that increase community inclusion and support daily living activities.

The program can be taken on a full- or part-time basis. Part-time students may enroll in any available program course provided they meet the stated prerequisite and there is space. Part-time students may not be able to access all required courses in sequence. Qualifying Studies students and students in other programs may be able to enroll in some required courses if they meet the stated prerequisite and there is space.

~~Some~~ All credits ~~are applicable~~ transfer to the [Social Service Worker diploma](#) program. [Up to 24 credits are transferable to the Bachelor of Social Work degree program.](#) Consultation with an Academic Advisor is recommended.

Assessment of prior learning is available for qualified students.

### Entrance requirements

**Note:** This program will become the ~~Inclusive Education Assistant certificate~~ effective Fall 2025. The updated program will be published in the 2025/26 calendar. Please visit the [School of Education](#) for more information.

1. One of:
  - B.C. secondary school graduation or equivalent with an overall C average.
  - Successful completion of at least [three of the courses \(9 credits\)](#) ~~nine university-level credits~~ that are required [in by](#) the ~~School and Community Support~~ Social Service Worker certificate program with a minimum GPA of 2.00 calculated on the courses used for admission.
2. ~~Prerequisites for CMNS 125 or ENGL 105.~~ 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 \[www.ufv.ca/calendar/current/General/EnglishProficiency.htm\]\(http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm\).](http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm)

3. Demonstrated ability to work ~~with people with diverse abilities effectively in social services is required. Evidence of this may include~~ This is collected through submission of the Additional Application Information Form (see below) and includes information on volunteer and/or paid work in ~~classroom-social service settings with children or in the community with children or adults as well as two letters of reference. This is demonstrated through submission of the Additional Application Information Form (see below).~~

Note: Admission to the program does not guarantee placement in a practicum. Please see the Practicum regulations section below.

Students who do not meet these requirements might consider [Qualifying Studies](#).

### **When to apply**

Applications are accepted for entrance to the Fall semester only. For application deadlines, see [Specific intake application process](#).

### **How to apply**

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

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

- Proof of B.C. secondary school graduation or equivalent
- Evidence of having met the prerequisites for [CMNS 125](#) or [ENGL 105](#).
- Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- An Additional Application Information Form detailing related education, work, and volunteer experience, including a personal statement of at least 250 and no more than 500 words (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).
- Two recent, satisfactory letters of reference from employers, teachers, or volunteer supervisors who are qualified to comment on the applicant's ability to work with people of diverse abilities. These must be on reference forms available from the [School of Social Work and Human Services](#).

Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

### **Basis for admission decision**

1. All complete applications received by January 31 will be reviewed.

2. Professional suitability of applicants will be assessed using a point rating system. Up to 30 points are awarded for each of academic performance, related volunteer and/or work experience, and a personal statement, including an assessment of writing ability; and up to 10 points for two reference letters. Admission will be granted on a first-qualified, first-served basis to those who score above the required threshold.
3. Only those who submit complete applications and score above the required threshold will be considered.

**Fees and additional costs**

See the [Fees and Other Costs](#) section. In addition to tuition and required textbooks, other expenses include criminal record checks, first aid training, and travel to and from practicum sites.

**Program duration**

Students may elect to take this program on either a full- or part-time basis. Students have a maximum of four years to complete the program under the requirements that were in place at the time they were admitted to the program.

**Program outline**

~~Note: This program will become the **Inclusive Education Assistant certificate** effective Fall 2025. The updated program will be published in the 2025/26 calendar. Please visit the [School of Education](#) for more information.~~

**Semester I**

| Course                       | Title                                                                                                                                     | Credits |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------|
| CMNS 125                     | <del>Communicating Professionally to Academic and Workplace Audiences</del><br><a href="#">Introduction to Professional Communication</a> | 3       |
| or ENGL 105                  | Academic Writing                                                                                                                          |         |
| HSER 120                     | Interpersonal Communications for Human Services                                                                                           | 3       |
| HSER <del>190</del> 140      | <del>Introduction to Community and School Support</del><br><a href="#">Indigenous-Centred Human Services</a>                              | 3       |
| <del>HSER 192</del> PSYC 102 | <del>Supporting Students in Schools</del><br><a href="#">Introduction to Psychology II</a>                                                | 3       |
| or PSYC 101                  | <a href="#">Introduction to Psychology I</a>                                                                                              |         |
| SOWK 110                     | Introduction to Social Work and Social Services                                                                                           | 3       |

**Semester II**

| Course                      | Title                                                                                                    | Credits |
|-----------------------------|----------------------------------------------------------------------------------------------------------|---------|
| HSE 131-130                 | <del>Education Assistant/Community Support Social Service Worker Practicum</del>                         | 7       |
| <del>HSE 194</del> SOWK 283 | <del>Education Assistants and Inclusive Schools</del> Introduction to Social Work Practice with Families | 3       |
| <del>HSE 195</del> SOWK 297 | <del>Relationships and the Community</del> Introduction to Mental Health and Substance Use               | 3       |
| SOWK 225                    | Human Behaviour and the Social Environment <u>(see Note)</u>                                             | 3       |
| <del>or PSYC 250</del>      | <del>Introduction to Lifespan Development</del>                                                          | -       |

NOTE: Note: PSYC 250 may be used in place of SOWK 225. PSYC 250 may be taken instead of SOWK 225

#### **Practicum regulations**

Admission to the program does not guarantee placement in a practicum and students are not guaranteed the practicum of their choice. ~~Students are required to register for the practicum course on the campus closest to their practicum.~~ A program GPA (PGPA) of 2.00 is required for practicum placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student misconduct proceedings will not be permitted to register in the practicum.

The Practicum and Internship Coordinator will assess students' readiness for the practicum course (HSE 130) based on their knowledge, skills, and professionalism. ~~Each The practicum requires a minimum of 200-210 hours (two to four days per week for 13 to 15 weeks).~~ Concurrent with the practicum, students attend mandatory seminar classes.

A criminal record check completed through the Criminal Records Review Program (CRRP) is required before practicum placement. Record checks completed through the RCMP or local police detachments do not meet B.C. government requirements.

~~Prior to practicum placement, all students are required to have a valid first aid certificate (Red Cross Basic Life Support, Occupational First Aid Level 1, or St. John Ambulance Standard First Aid).~~

#### **Program continuance**

Students must maintain a Program GPA (PGPA) of 2.00 to be considered for practicum placement and graduation.

All HSE and SOWK required courses must be completed with a grade of C (2.00) or better. Students who are not making satisfactory progress will be required to withdraw from the program. Unsatisfactory progress includes but is not limited to:

- Being placed on academic warning or probation for academic misconduct.
- Failing two or more required courses in one semester.
- Failing a required course twice.

- Failing to achieve the minimum grade of C in a required course twice.
- Failing a practicum.
- Failing to maintain a PGPA of 2.00.

### **Undergraduate continuance**

See the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

### **Residency**

Students are required to complete a minimum of 31 credits. At least 50% of these must be completed at UFV.

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

Students are allowed up to four consecutive years to complete the program under the requirements that were in place at the time they were admitted.

### **Course listings**

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

[Return to main Social Work and Human Services page](#)

# MEMO



To: Undergraduate Education Committee

Cc: Chris Campbell, Associate Director, Program Development and Quality Assurance

From: Sylvie Murray, Dean, College of Arts

Date: September 26, 2025

Re: New program proposal: Linguistics and Language associate certificate

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The Linguistics and Language Program Working Group (PWG) is seeking approval from the UEC for a **Linguistics and Language associate certificate**.

The College of Arts Council approved the program on September 26, 2025.

**Program Summary:**

The Linguistics and Language Studies Associate Certificate is a 12-credit credential designed to provide students with an introductory and interdisciplinary overview of the study of language. Students explore how language functions as both a structured system and a cultural and social phenomenon, including topics such as the study of language (at an intermediate level), phonology, language acquisition, and the interrelationship between language, culture and society. This associate certificate allows students to obtain a standalone credential or to enhance their degree with a linguistically focused specialization.

**Program Working Group:**

Dr. María Eugenia De Luna, Spanish Programme, Modern Languages (Chair)

Dr. Alan Cameron, French Programme, Modern Languages

Joe Sunami, Japanese Programme, Modern Languages

Mary Stewart, Upriver Halq'eméylem Programme, Modern Languages

*Note: Program proposal and appendices are available to UEC members in Teams and at S:\Groups\UEC\2025-11-21 Linguistics and Language Studies.*



## Memo

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To: David Johnston, Registrar

From: Dr. Allyson Jule, Dean, Faculty of Education, Community, and Human Development

Cc:

Subject: BSW Calendar Copy Omission

Date: Friday, October 31<sup>st</sup>, 2025

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During the editing process of the calendar copy for the Bachelor of Social Work degree, there was a critical omission. The omission of this item from the Program Requirements section was not intentional:

- C (2.00) or better in each HSER and SOWK course to continue in the program, including the field placement.

Furthermore, there was no intention to remove the same requirement in the Program continuance section. It should read:

Students in the Bachelor of Social Work degree must maintain a program GPA of 2.67 while enrolled in the program and achieve a grade of C (2.00) or better in all HSER and SOWK courses, including the field placement.

The request is to reinstate the original text because it was a clerical error. No policy change was proposed by the School. It was not referenced in the accompanying memo because it was not the intention of the School to remove an academic standard that has been in place since the program was first offered in 1994. The School has printed copies of the academic calendar going back to 2004/05, where it is referenced. It has been referenced in every subsequent academic calendar.

The School of Social Work and Human Services will notify applicants to the Fall 2026 BSW program, as well as Admissions, Advising, and other key partners, about the omission and its subsequent reinstatement. Thank you for your swift attention to this matter.

Kind regards,

A handwritten signature in blue ink that reads "Ajule".

Attachment: BSW Current Academic Calendar with Proposed Insertion



BACHELOR OF SOCIAL WORK DEGREE  
ELECTIVES

UFV students preparing for the BSW must ensure that their general and/or discretionary electives are chosen from lists below. As well, transfer students should ensure that their coursework transfers to UFV. For details on program and entrance requirements please see the current Academic Calendar: <https://www.ufv.ca/calendar/current/>

DISCRETIONARY ELECTIVES ONLY (maximum 12 credits) (see Note 4)

| DISCIPLINE                    | WHAT COUNTS                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------|
| Human Services                | All – <b>EXCEPT</b> HSER 127, HSER 129, HSER 130, HSER 131, HSER 229 and HSER 230 |
| Social Work                   | SOWK 225, SOWK 283, SOWK 297                                                      |
| Inclusive Education Assistant | EDAS 181, 182, 190, 192, and 194                                                  |
| TRANSFER CREDIT               | HSER 1XX-4XX; SOWK 1XX-2XX                                                        |

GENERAL ELECTIVES (see Note 3)

| DISCIPLINE                            | WHAT COUNTS                                                                                                                                                                                                                                                                          |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult Education                       | All <b>EXCEPT</b> : ADED 305, ADED 330, ADED 370, ADED 415, ADED 470, ADED 471, ADED 473, ADED 480 (ADED 330W and 330AA do count)                                                                                                                                                    |
| Agriculture                           | None                                                                                                                                                                                                                                                                                 |
| Anthropology                          | All                                                                                                                                                                                                                                                                                  |
| Applied Business Tech.                | None                                                                                                                                                                                                                                                                                 |
| Architectural Drafting                | None                                                                                                                                                                                                                                                                                 |
| Art History                           | All                                                                                                                                                                                                                                                                                  |
| ARTS                                  | None                                                                                                                                                                                                                                                                                 |
| Arts & Integrated Studies             | AIS 101, AIS 108, AIS 111, AIS 208                                                                                                                                                                                                                                                   |
| Astronomy                             | All                                                                                                                                                                                                                                                                                  |
| Aviation                              | None                                                                                                                                                                                                                                                                                 |
| Biology                               | All                                                                                                                                                                                                                                                                                  |
| Business Administration               | BUS 100, BUS 120, BUS 160, BUS 201, BUS 202, BUS 203, BUS 204, BUS 221, BUS 227, BUS 245, BUS 261 BUS 304, BUS 305, BUS 314, BUS 320, BUS 321, BUS 322, BUS 325, BUS 377, BUS 378, BUS 379, BUS 384, BUS 400, BUS 403, BUS 404, BUS 406, BUS 407, BUS 408, BUS 415, BUS 416, BUS 418 |
| Chemistry                             | All                                                                                                                                                                                                                                                                                  |
| Child and Youth Care                  | All <b>EXCEPT</b> : CYC 260, CYC 296, CYC 310, CYC 390, CYC 410, CYC 411, CYC 490, CYC 499                                                                                                                                                                                           |
| Civic Studies                         | CIVI 200, CIVI 202, CIVI 302, CIVI 311, CIVI 312                                                                                                                                                                                                                                     |
| Communications                        | All                                                                                                                                                                                                                                                                                  |
| Comp. Info. Systems                   | All                                                                                                                                                                                                                                                                                  |
| Computer Science                      | All                                                                                                                                                                                                                                                                                  |
| Cooperative Education                 | None                                                                                                                                                                                                                                                                                 |
| Criminology                           | All                                                                                                                                                                                                                                                                                  |
| Critical Analysis & Study Methodology | All (changed to Arts & Integrated Studies)                                                                                                                                                                                                                                           |
| Cultural & Media Studies              | All                                                                                                                                                                                                                                                                                  |
| Dental Assistant                      | None                                                                                                                                                                                                                                                                                 |
| Early Childhood Education             | All <b>EXCEPT</b> : ECE 122, ECE 123, ECE 133, ECE 242, ECE 243, ECE 291, ECE 298, ECE 299                                                                                                                                                                                           |
| Economics                             | All                                                                                                                                                                                                                                                                                  |
| Education                             | EDUC 100, EDUC 200, EDUC 290, EDUC 291, EDUC 300, EDUC 410, EDUC 447, EDUC 454                                                                                                                                                                                                       |
| Engineering                           | All                                                                                                                                                                                                                                                                                  |
| English                               | All                                                                                                                                                                                                                                                                                  |
| English as a Second Language          | None                                                                                                                                                                                                                                                                                 |
| Environmental Studies                 | None                                                                                                                                                                                                                                                                                 |
| Family Child Care                     | None (discontinued)                                                                                                                                                                                                                                                                  |
| Fashion Design                        | All                                                                                                                                                                                                                                                                                  |
| Film                                  | All                                                                                                                                                                                                                                                                                  |
| First Nation Studies                  | All                                                                                                                                                                                                                                                                                  |
| French                                | All                                                                                                                                                                                                                                                                                  |
| Geography                             | All                                                                                                                                                                                                                                                                                  |
| German                                | All                                                                                                                                                                                                                                                                                  |

| DISCIPLINE                          | WHAT COUNTS                                                            |
|-------------------------------------|------------------------------------------------------------------------|
| Global Development Studies          | All                                                                    |
| Graphic Design                      | All                                                                    |
| Halq'emeylem                        | All                                                                    |
| Health Care Assistant               | None                                                                   |
| Health Sciences                     | HSC 111, HSC 113                                                       |
| History                             | All                                                                    |
| Human Services                      | HSER 140, See discretionary list above                                 |
| Indigenous Peoples Knowledge        | All                                                                    |
| Indo Canadian Studies               | All                                                                    |
| Innovation                          | All                                                                    |
| Interdisciplinary Studies           | IDS 300D                                                               |
| Japanese                            | All                                                                    |
| Journalism                          | All                                                                    |
| Kinesiology                         | KIN 103, KIN 160, KIN 170, KIN 261, KIN 270, KIN 350, KIN 360, KIN 370 |
| Latin American Studies              | All                                                                    |
| Library and Info Technology         | LIBT 145, LIBT 345, LIBT 383                                           |
| Linguistics                         | All                                                                    |
| Mandarin                            | All                                                                    |
| Mathematics                         | All                                                                    |
| Media and Communication Studies     | All                                                                    |
| Media Arts                          | All                                                                    |
| Mennonite Studies                   | All                                                                    |
| Music                               | All                                                                    |
| Nursing                             | NURS 101, NURS 104                                                     |
| Peace and Conflict Studies          | All                                                                    |
| Philosophy                          | All                                                                    |
| Physics                             | All                                                                    |
| Political Science                   | All                                                                    |
| Portfolio                           | All                                                                    |
| Practical Nursing                   | None                                                                   |
| Psychology – See <b>NOTE 2</b>      | All                                                                    |
| Punjabi                             | All                                                                    |
| Religious Studies                   | All                                                                    |
| Russian                             | All                                                                    |
| Scholarship of Creative Arts        | SOCA 301, SOCA 401                                                     |
| Social Work                         | SOWK 225, See discretionary list above                                 |
| Sociology                           | All                                                                    |
| Spanish                             | All                                                                    |
| Speech & Language                   | All                                                                    |
| Statistics                          | All                                                                    |
| TEFL/TESL                           | TEFL 110, TEFL 120, TEFL 130 TEFL 140                                  |
| Theatre                             | All                                                                    |
| University Studies                  | UNIV 101 (now AIS 101)                                                 |
| Visual Arts                         | All                                                                    |
| Women's Studies                     | All                                                                    |
| TRANSFER CREDIT – see <b>Note 1</b> | GE1XX – GE4XX                                                          |

- Notes:**
- 1. Transfer credit courses GE 1XX – GE 4XX can be used as a general **OR** discretionary elective.
  - 2. PSYC 250 and SOWK 225 may be used as a general **OR** discretionary elective.
  - 3. General electives may be used as general **OR** discretionary electives.
  - 4. Discretionary electives can **ONLY** be used as discretionary electives.

These courses are taken from the current UFV calendar. The School of Social Work and Human Services may limit the number of credits from a single discipline. Contact the School of Social Work and Human Services ([schoolofswhs@ufv.ca](mailto:schoolofswhs@ufv.ca)) for clarification.