



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**April 24, 2026 - 10:00 AM**  
**D225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 11      **2.1. UEC draft minutes: March 27, 2026**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Agriculture Technology**

12 -      **3.1.1. AGRI 123:** Changes including learning outcomes  
32            **AGRI 124:** Changes including learning outcomes  
              **AGRI 247:** Changes including prerequisites and pre/corequisites  
              **AGRI 256:** Changes including title

MOTION: To approve the AGRI course outlines as presented.

**3.2 Biology**

33 -      **3.2.1. BIO 105:** Review with changes including credits and total hours  
37

MOTION: To approve the BIO 105 course outline as presented.

**3.3 Chemistry**

38 -      **3.3.1. BIOC 404:** Review with changes including cross-listing as CHEM 404  
48            **BIOC 442/CHEM 442:** New course, Analytical Proteomics

MOTION: To approve the BIOC/CHEM course outlines as presented.

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

49 -      **3.4.1. GEOG 116:** Review with changes  
53

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MOTION: To approve the GEOG 116 course outline as presented.

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

- 54 -  
63       **3.5.1. MACS 110:** Review with changes including title  
          **MACS 334/SOC 334:**Review with changes

MOTION: To approve the MACS course outlines as presented.

### **3.6 Continuing Education**

- 64 -  
66       **3.6.1. Medical Laboratory Assistant certificate:** Change to entrance  
          requirements

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

### **3.7 English**

- 67       **3.7.1. English major:** Discontinuation of English Literature concentration

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

### **3.8 Social Work and Human Services**

- 68 -  
70       **3.8.1. Bachelor of Social Work:** Changes to program requirements

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

### **3.9 Business**

- 71 -  
92       **3.9.1. BUS 314:** Review with changes including prerequisites  
          **BUS 353:** Review with changes including prerequisites  
          **BUS 404:** Review with changes including prerequisites  
          **BUS 416:** Review with changes including prerequisites

MOTION: To approve the BUS course outlines as presented.

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

- 93 -  
98       **4.1. STLC definition of Holistic Assessment**

**4.2. UEC Liaison reports**

**4.3. Policy Subcommittee report**

**4.4. APPC report**

**4.5. Senate report**

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

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**4.7. UEC Terms of Reference review**

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

- EDUC 480
- MLA 09

**5.1 Program suspensions and discontinuations**

**5.1.1. Suspensions**

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

**5.1.2. Discontinuations**

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

**6. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

March 27, 2026  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Amanda McCormick, Cindy Schultz, Claire Hay, Dana Landry, David Johnston, Desmond Devnich, Donna Alary, Donna Derksen, Holly Zonneveld, Joy Enyinnaya, Renee Prasad, Samantha Hannah, Shirley Hardman, Susan Stoneson, Sylvie Murray, Thais Amorim, and Trevor Murray

**ABSENT:** Allyson Jule, Amber Johnston, Bobby Jaswal, Carolyn MacLaren, Chris Campbell, David McGuire, Lisa McMartin, Selena Karli, and Vlad Dvoracek

**GUESTS:** Jennifer Barrett, Trevor Beugeling, Megan Bukta, Cherie Enns, Michael Gaetz, Ibrahim Javed, Zina Lee, Delinah Marples, Catherine McLean, Sylvie Murray, Stefania Pizzirani, Greg St. Hilaire, Lee-Anne Stephen, Mark Thomson, Ben Vanderlei, Beth Watters, Yalin Wei, Alex Wetmore, Amea Wilbur, Frank Zhang

**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: Feb. 27, 2026

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

**3. COURSES AND PROGRAMS**

**3.1. Health Studies**

3.1.1. **Certified Dental Assistant certificate:** Changes to entrance requirements

**MOTION:**

To recommend approval of the changes to the Certified Dental Assistant certificate as presented, effective September 2026.  
CARRIED

**3.2. Kinesiology**

3.2.1. **Bachelor of Kinesiology:** Discontinuation of Pedagogy specialization

**MOTION:**

To recommend discontinuation of the Bachelor of Kinesiology Pedagogy specialization as amended, effective September 2026:

- KIN 121 also removed from lower-level requirements

CARRIED

**3.3. Engineering**

- 3.3.1. ENGR 113:** Changes including credits, total hours, prerequisites, and pre/corequisites  
**ENGR 123:** Changes including credits, prerequisites, and pre/corequisites  
**ENGR 124:** Changes including credits, prerequisites, and pre/corequisites  
**ENGR 153:** Changes including credits

**MOTION:**

To approve the ENGR course outlines as presented.  
CARRIED

- 3.3.2. Engineering Common Core certificate:** Changes to entrance and program requirements

Revised calendar copy was distributed, with updates to the presentation of entrance requirements and accompanying notes.

**MOTION:**

To recommend approval of the changes to the Engineering Common Core certificate as presented, effective September 2026.  
CARRIED

- 3.3.3. Engineering Physics diploma in Mechatronics:** Change to program requirements

**MOTION:**

To approve the changes to the Engineering Physics diploma in Mechatronics as presented, effective September 2026.  
CARRIED

**3.4. Mathematics and Statistics**

- 3.4.1. MATH 152/ENGR 152:** Review with changes including credits and prerequisites

**MOTION:**

To approve the MATH 152/ENGR 152 course outline as presented.  
CARRIED

**3.5. Agriculture Technology**

- 3.5.1. AGRI 321:** Changes including learning outcomes

"Experiential (work-integrated learning)" is not the best description for hours spent in the greenhouse outdoor classroom, and demonstration barn. These can more accurately be described as supervised lab hours.

**MOTION:**

To approve the revised AGRI 321 course outline as amended:

- "Experiential (work-integrated learning)" hours changed to "Supervised laboratory hours (science lab)"

CARRIED

- 3.5.2. AGRI 332:** New course, *Poultry Science*  
**AGRI ~~333~~334:** New course, *Poultry Production: Applied Science and Practice*  
**AGRI 373:** New course, *One Health and Agriculture*

**MOTION:**

To approve the new AGRI course outlines as amended:

- AGRI 332 and AGRI ~~333~~334: "Experiential (work-integrated learning)" hours changed to "Supervised laboratory hours (science lab)"

CARRIED

- 3.5.3. Bachelor of Agricultural Science:** Changes to program requirements

**MOTION:**

To approve the changes to the Bachelor of Agricultural Science as presented, effective September 2026.

CARRIED

**3.6. Biology**

- 3.6.1. Biology major, Ecology and Biology of Organisms concentration:** Changes to program requirements; name change to Organismal Biology, Ecology, and Conservation concentration

**MOTION:**

To recommend changing the Biology major "Ecology and Biology of Organisms concentration" to "Organismal Biology, Ecology, and Conservation concentration", effective September 2026.

CARRIED

**MOTION:**

To recommend approval of changes to the Biology major program requirements as presented, effective September 2026.

CARRIED

**3.7. Science**

- 3.7.1. Bachelor of Science:** Changes to entrance and program requirements

**MOTION:**

To recommend approval of the changes to the Bachelor of Science, effective September 2026:

- Applications of Mathematics 12 removed from entrance requirements (not a current course)
- CHEM 093, GEOG 101, and GEOG 102 removed from Science requirement (discontinued more than five years)

CARRIED

**3.8. Arts**

- 3.8.1. Associate of Arts:** Changes to program requirements; discontinuation of International and Development Studies option and Media and Communication Studies option

**MOTION:**

To recommend discontinuation of the Associate of Arts IDS and MACS options, effective September 2026.

CARRIED

**MOTION:**

To approve the changes to the Associate of Arts as presented, effective September 2026.

CARRIED

- 3.8.2. Bachelor of Arts:** Changes to program requirements

**MOTION:**

To approve the changes to the Bachelor of Arts, effective September 2026.

CARRIED

**3.9. Creative Arts**

- 3.9.1. Bachelor of Fine Arts:** Changes to entrance and program requirements

**MOTION:**

To recommend approval of the changes to the Bachelor of Fine Arts as presented, effective September 2026.

CARRIED

- 3.9.2. Bachelor of Media Arts:** Change to entrance requirements

**MOTION:**

To recommend approval of the changes to the Bachelor of Media Arts as presented, effective September 2026.

CARRIED

**3.10. Criminology and Criminal Justice**

- 3.10.1. Criminal Justice diploma:** Changes to program requirements

**MOTION:**

To approve the changes to the Criminal Justice diploma as presented, effective September 2026.

CARRIED

- 3.10.2. Bachelor of Arts (Criminal Justice):** Changes to program requirements

**MOTION:**

To approve the changes to the Bachelor of Arts (Criminal Justice) as presented, effective September 2026.

CARRIED

**3.11. English**

**3.11.1. ENGL 310:** Review with changes

**MOTION:**

To approve the ENGL 310 course outline as amended:

- Learning outcome #6 changed to "Use primary and secondary sources effectively and ethically in MLA style."

CARRIED

**3.11.2. English major:** Changes to program requirements; discontinuation of Drama and English Literature concentrations

Discontinuation of the English Literature concentration will come back to the next meeting to ensure that it is discontinued properly.

**MOTION:**

To recommend discontinuation of the English major Drama concentration, effective September 2026.

CARRIED

**MOTION:**

To approve the changes to the English major, English major Creative Writing concentration, and English major Writing and Rhetoric concentration as presented, effective September 2026.

CARRIED

**3.12. Adult Education**

**3.12.1. ADED 370:** Review with changes

**ADED 446:** Review with changes including prerequisites

**ADED 470:** Review with changes including pre/corequisites

**MOTION:**

To approve the ADED course outlines as presented.

CARRIED

**3.12.1. TESL 400:** Review with changes

**TESL 408:** Review with changes

**TESL 410:** Review with changes

**TESL 420:** Review with changes

**MOTION:**

To approve the TESL course outlines as presented.

CARRIED

**3.13. Communication**

**3.13.1. CMNS 185:** New course, *Indigenizing Communication*

**MOTION:**

To approve the new CMNS 185 course outline as presented.  
CARRIED

**3.14. Computing**

- 3.14.1. CIS 321:** Review with changes including prerequisites  
**CIS 385:** Review with changes  
**CIS 497:** Review with changes including prerequisites

CIS 497 is a special topics course that currently allows additional prerequisites to be added depending on the topic of study. The Registrar's office recommended that this be removed.

**MOTION:**

To approve the CIS course outlines as amended:

- CIS 497 prerequisites changed to COMP 325

CARRIED

- 3.14.2. COMP 251:** Review with changes  
**COMP 359:** Review with changes  
**COMP 381:** Review with changes including prerequisites

The COMP 381 memo was missing the department's response to a CWC question about lab hours. These are more accurately in-class exercises rather than labs.

**MOTION:**

To approve the COMP course outlines as amended:

- COMP 381: labs changed to "in-class exercises" in evaluation and typical instructional methods sections

**3.15. Philosophy**

- 3.15.1. PHIL 318:** Change to prerequisites

**MOTION:**

To approve the PHIL 318 course outline as amended:

- The department will provide additional, more recent texts for inclusion in the course outline

CARRIED

**3.16. Planning, Geography, and the Environment**

- 3.16.1. GEOG 116:** Review with changes  
**GEOG 219/BIO 219:** Review with changes including prerequisites, credits, and total hours  
**GEOG 252:** Review with changes including credits, and total hours  
**GEOG 357/BIO 357:** Changes including title, credits, and total hours

**GEOG 358:** Changes including title, credits, and total hours

Updates to the GEOG 116 learning outcomes were discussed. This course will be revised and brought back to UEC's next meeting for approval.

**MOTION:**

To approve the GEOG course outlines with the exception of GEOG 116 as amended:

- GEOG 358 calendar description: "crime mapping" changed to "community health and safety mapping"
- GEOG 358: Learning outcome #4 deleted

CARRIED

- 3.16.2. GEOG 320:** Cross-listing as PLAN 320  
**GEOG 355:** Cross-listing as PLAN 355

There were some reservations regarding the need to cross-list these courses.

**MOTION:**

To approve the cross-listing of GEOG 320 and GEOG 355 as PLAN.  
CARRIED; 1 OPPOSED; 2 ABSTENSIONS

- 3.16.3. GEOG 364:** Changes including title and cross-listing as PLAN 364

**MOTION:**

To approve the GEOG 364 course outline as presented, including cross-listing as PLAN.  
CARRIED; 1 OPPOSED; 4 ABSTENTIONS

**3.17. Social Work and Human Services**

- 3.17.1. SOWK 110:** Changes including prerequisites  
**SOWK 210:** Changes including prerequisites  
**SOWK 394:** Review with changes including title and prerequisites

**MOTION:**

To approve the SOWK course outlines as presented.  
CARRIED

**3.18. Upgrading and University Preparation**

- 3.18.1. TASK 051:** Review with changes  
**TASK 052:** Review with changes  
**TASK 053:** Review with changes

**MOTION:**

To approve the TASK course outlines as presented.  
CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**UEC Draft Minutes  
27 Mar 2026**

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**4.1. Reports**

All reports were postponed due to time.

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

- AGRI 248

**6. ADJOURNMENT**

The meeting was adjourned at 12:02 pm.

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Technology Department Chair

Date: December 2, 2025

**Subject: Proposal for revision Agri 123 Horticulture Skills I**

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

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

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

Rationale for change:

The learning outcomes have been updated to better reflect the practical requirements of delivering a hands-on horticulture course with a class size of 36 students. These revisions ensure the outcomes can be taught effectively in larger groups while maintaining safety, instructional quality, and meaningful experiential learning. The changes also accommodate increased course enrolment in alignment with the Collective Agreement, ensuring the course structure remains consistent with program expectations and institutional requirements.

2. 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 \(ILOs\)](#):

| Course Learning Outcomes                                                                                                     | ILOs                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine the best practices of plant propagation for different plant species                                             | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                      |
| 2. Evaluate growing substrate options to make informed, environmentally responsible choices.                                 | 2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems<br>7. Advocate for Equity, Diversity, and Inclusion                                       |
| 3. Discuss seed biology, the stages of seed germination and conditions required for successful germination.                  | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                      |
| 4. Describe the practices involved in planting and maintaining turf, with emphasis on sustainability.                        | 3. Communicate Effectively<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion<br>8. Engage in Reflection for Action                      |
| 5. Implement techniques to effectively propagate plants through cuttings (semi-ripe, and herbaceous).                        | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                      |
| 6. Perform appropriate fall pruning on landscape plants to enhance their health and growth.                                  | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems                                       |
| 7. Develop the skills to effectively propagate plants with their modified organs, bulbs, corms, etc.                         | 1. Apply Knowledge and Competencies Proficiently<br>3. Communicate effectively<br>5. Engage with Indigenous Knowledge Systems                                                   |
| 8. Implement innovative, sustainable practices to address the challenges of landscaping in BC in the face of climate change. | 2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion |
| 9. Assess greenhouse structures and operational challenges of plant propagation in a commercial setting.                     | 3. Communicate Effectively<br>4. Lead Collaboratively<br>6. Contribute Locally and Globally<br>8. Engage in Reflection for Action                                               |

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
4. Which program areas have been consulted about the change(s)? None.
5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

This course supports Indigenizing our academy by incorporating Indigenous plant species into propagation activities and emphasizing hands-on, land-based learning. Group discussions and collaborative activities encourage shared learning and respect for diverse perspectives. Topics such as climate-resilient landscaping, responsible pruning, and sustainable practices connect directly to Indigenous principles of stewardship and reciprocity. Overall, the course promotes sustainability, strengthens relationships with the land, and highlights Indigenous knowledge and practices throughout the learning experience.

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

This course reflects principles of equity, diversity, and inclusion by using a variety of hands-on, visual, and collaborative learning methods that support different learning styles and abilities. Assignments allow students to work with diverse plant species, including Indigenous and culturally significant plants, helping broaden perspectives on global and local horticultural practices. Group discussions and activities encourage students to share experiences and learn from one another in a respectful, inclusive environment. Course content highlights sustainable, climate-resilient practices that promote environmental justice and equitable access to healthy ecosystems. Overall, the course fosters a welcoming learning space where all students can engage meaningfully and succeed.

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

The course does not have stand-alone labs or separate field trips. Instead, the courses are taught so that students can move from lecture to hands-on (in the lab, the outdoor classroom/greenhouses, or off-campus field trips) within the time frame of a lecture. The course requires greenhouse access, propagation tools, and outdoor learning spaces to support its hands-on activities with seeds, cuttings, and Indigenous plant species. A class size of 36 can be accommodated with careful organization of lab and field exercises. Field trips are an essential component, allowing students to engage in land-based learning and observe practices in real settings. The course is offered regularly in the fall to align with propagation cycles and seasonal plant care tasks. The resources and scheduling considerations ensure effective delivery of the course's applied, experiential learning outcomes.

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

*Field trip cost (fuel) of approximately \$50, with all field trips within 30km of CEP campus.*

No textbook is required, instead, students will use a combination of online resources, instructor-provided materials, and open-access readings.

**CWC comment and response:**

- Learning outcome #8 includes a very specific Indigenous application; can Indigenization be mentioned in a different outcome?

*Learning outcome 1 indicates that plants native to BC are used in the course for students to develop their skills. We feel that sufficiently addresses the concern although the word Indigenous is not used.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 123                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Horticulture Skills I<br><b>Course Short Title:</b> Horticulture Skills I                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Provides training in plant propagation techniques including seed propagation, cuttings, and modified organs, as well as turf planting and landscape maintenance. Students will be introduced to plant reproduction and growth.<br><br>Note: Field trips during class time will be required. Please check with the department for details.                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                     |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2025                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                          |  |

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

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

1. Investigate the best practices of plant propagation for different species of native, commercial and ornamental plants
2. Evaluate growing substrate options to make informed, environmentally responsible choices.
3. Discuss seed biology, the stages of seed germination and conditions required for successful germination.
4. Describe the practices involved in planting and maintaining turf, with emphasis on sustainability.
5. Implement techniques to effectively propagate plants through cuttings (semi-ripe, and herbaceous).
6. Perform appropriate pruning on landscape plants to enhance their safety, health and growth.
7. Develop the skills to effectively propagate plants with their modified organs, bulbs, corms, etc.
8. Describe both Indigenous and contemporary uses of fire as a tool for site maintenance, preparation and impacts on plant propagation.

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

|              |     |                        |     |             |     |
|--------------|-----|------------------------|-----|-------------|-----|
| Assignments: | 40% | Quizzes/tests/midterm: | 30% | Final exam: | 30% |
|              | %   |                        | %   |             | %   |

**Details:**

Assignments: substrates in horticulture (10%), seed germination evaluation of different methods (10%), field trip report (10%), propagation by cuttings impact of hormones (10%).

Final exam will include a practical skills assessment.

**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.)*

Hands-on activities

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

| Type        | Author or description | Title and publication/access details                                     | Year    |
|-------------|-----------------------|--------------------------------------------------------------------------|---------|
| 1. Textbook | McMahon, M.           | Plant Science: Growth, Development, and Utilization of Cultivated Plants | 2020    |
| 2. OER      | Nakano, M             | Red Seal Landscape Horticulturist Identify Plants and Plant Requirements | Current |
| 3.          |                       |                                                                          |         |
| 4.          |                       |                                                                          |         |
| 5.          |                       |                                                                          |         |

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

Pruners, pocketknife, CSA (Canadian Safety Association) approved footwear, work gloves, rain gear and appropriate work clothing, calculator, transportation to field trips.

**Course Content and Topics**

- Biology of plant propagation
- Growing substrates in horticulture industry with a focus on sustainability aspects
- Plant propagation by seeds; biology, germination and seeding
- Turf blends, species and uses, establishment and maintenance
- Plant propagation by cutting (herbaceous) and rooting hormones I
- Plant propagation by cutting (soft & semi-hardwood) and rooting hormones II
- Introduction to pruning and fall pruning for landscape plants
- Plant propagation by modified organs; bulbs, corms, rhizomes
- Plant propagation by leaf cuttings, division and layering
- Innovative and Indigenous approaches to sustainable landscaping in a changing climate

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Technology Department Chair

Date: December 2, 2025

**Subject: Proposal for revision Agri 124- Introduction to Horticulture**

*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 learning outcomes have been updated to reflect the practical requirements of delivering an Introduction to Horticulture lab with a class size of 32 students. These revisions ensure that hands-on activities, and demonstrations can be delivered safely and effectively in a larger lab setting while maintaining instructional quality and meaningful experiential learning. The changes also support increased course enrolment in alignment with the Collective Agreement, ensuring the course structure remains consistent with program expectations and institutional requirements.

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 \(ILOs\)](#):

| Course Learning Outcomes                                                 | ILOs                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe horticulture sectors, plant classifications and nomenclature | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>3. Communicate Effectively<br>5. Engage with Indigenous Knowledge Systems |
| 2. Identify plant cell organelles, and cell types                        | 1. Apply Knowledge and Competencies Proficiently                                                                                                                        |

|                                                                                           |                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           | 2. Examine Critically and Holistically<br>3. Communicate Effectively                                                                                                                                   |
| 3. Explain different plant tissues and their function                                     | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>3. Communicate Effectively                                                                               |
| 4. Describe plant vegetative organs, their functions and modifications                    | 1. Apply Knowledge and Competencies Proficiently<br>5. Engage with Indigenous Knowledge Systems<br>8. Engage in Reflection for Action                                                                  |
| 5. Analyze plant reproductive organs, and the process of pollination and fertilization    | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>6. Contribute Locally and Globally                                                                       |
| 6. Describe photosynthesis and factors affecting photosynthesis                           | 1. Apply Knowledge and Competencies Proficiently<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion<br>8. Engage in Reflection for Action                       |
| 7. Analyze respiration and factors affecting respiration                                  | 1. Apply Knowledge and Competencies Proficiently<br>5. Engage with Indigenous Knowledge Systems<br>6. Contribute Locally and Globally<br>8. Engage in Reflection for Action                            |
| 8. Describe transpiration, water and metabolites movement throughout plants               | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion                   |
| 9. Recognize the key plant nutrient groups and their role in plant growth and development | 1. Apply Knowledge and Competencies Proficiently<br>4. Lead Collaboratively<br>5. Engage with Indigenous Knowledge Systems<br>6. Contribute Locally and Globally<br>8. Engage in Reflection for Action |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.

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

This course supports Indigenizing Our Academy by connecting foundational plant biology concepts to Indigenous knowledge and relationships with plants. While students learn about plant tissues, organs, photosynthesis, and nutrient cycles, examples include Indigenous food, medicine, and cultural plant species to illustrate these concepts. Lab activities encourage land-based learning, such as examining roots, shoots, leaves, and reproductive structures of native plants important to local Indigenous communities. Group discussions create space to acknowledge Indigenous ecological knowledge, including sustainable practices, seasonal cycles, and plant stewardship. These approaches align with UFV's Indigenous commitments, the TRC Calls to Action, and UNDRIP by valuing Indigenous perspectives, promoting respect for the land, and fostering culturally informed science education.

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

This course reflects principles of equity, diversity, and inclusion by providing a wide range of learning materials, such as microscopic slides, live plants, videos, and 3D models, and experimentations to support different learning styles and abilities. Hands-on activities help make scientific concepts accessible to all learners, while group work encourages collaboration and respect for diverse perspectives. Topic selection includes native and culturally significant plants, allowing students to connect course concepts to their own backgrounds and experiences. Overall, the course fosters an inclusive, engaging environment where every student can participate meaningfully and succeed.

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

This course requires access to a teaching laboratory equipped with microscopes, plant specimens, 3D models, and other instructional materials needed to support hands-on learning. A class size of 32 students is appropriate to ensure safe and effective participation during lab activities and demonstrations. No field trips are required, but access to growth chambers, greenhouse space or live plant and seed collections enhances the learning experience. These resources are essential to delivering the applied and interactive components of the course.

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

No textbook is required, instead, students will use a combination of online resources, instructor-provided materials, and open-access readings.

No field trip is required for this course.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1987  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 124                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Introduction to Horticulture<br><b>Course Short Title:</b> Intro to Horticulture                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Introduces the major divisions and allied sectors of the horticulture industry, along with the systems used to classify and name horticultural plants. Students learn the fundamentals of biological nomenclature as well as core concepts in plant anatomy, photosynthesis, respiration, water movement, and the environmental factors that influence plant growth.<br><br>Note: Field trips during class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                     |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Supervised laboratory hours (science lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

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

1. Utilize plant classification, nomenclature (binomial, common, and varietal), and when available, the Halq'eméylem name for plants used in the course.
2. Identify plant cell organelles and cell types.
3. Explain different plant tissues and their function.
4. Describe plant vegetative organs, their functions and modifications.
5. Analyze plant reproductive organs, and the process of pollination and fertilization.
6. Describe photosynthesis and factors affecting photosynthesis.
7. Analyze respiration and factors affecting respiration.
8. Describe transpiration of water and metabolites movement throughout plants.
9. Recognize the key plant nutrient groups and their role in plant growth and development.

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

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

**Details:**

Assignments: internal plant structure (10%), factors impacting photosynthesis (15%), presentation: plant of interest (15%)

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

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

This course combines theory with lab activities to demonstrate concepts.

**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 | McMahon, M.           | Plant Science: Growth, Development, and Utilization of Cultivated Plants | 2020 |
| 2.          |                       |                                                                          |      |
| 3.          |                       |                                                                          |      |
| 4.          |                       |                                                                          |      |
| 5.          |                       |                                                                          |      |

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

**Course Content and Topics**

- Each week 1-3 "plants of the week" are introduced to the class, including native plants and their contemporary and historical uses by Stó:lō people
- Classification, nomenclature, and Halq'eméylem naming of plants
- Plant cell organelles, and cell types
- Plant tissue and their function
- Vegetative organs and modifications
- Plant reproduction, pollination, and fertilization
- The leaf and photosynthesis
- Factors affecting photosynthesis
- Respiration, factors affecting respiration and storage
- Plant transpiration, water and transport in plants
- Plant nutrients and their functions in plants

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Technology Department Chair

Date: Dec 22, 2025

**Subject: Proposal for revision of Agri 247 Enterprise Project I**

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

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

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

2. Rationale for change: *Pre/corequisite of CMNS 251 removed to align with program requirements and avoid registration bottlenecks. Class size increased from 25-36 to align with new program class sizes. Learning Outcome, Detail of Evaluation Methods, Instruction Methods, Texts and Resource Materials, and Course Content updated to reflect course’s interface with AGRI 248. Calendar description, Learning Outcomes, Instructional Methods, and Texts and Resource Materials further revised to make the course’s alignment with UFV’s Indigenization goals explicit in the outline itself.*

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 \(ILOs\)](#):

| Course Learning Outcomes                                                                                                                                        | ILOs                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. Conduct research that supports a business plan for the first year of operation for an agricultural enterprise.                                               | 1. Demonstrate information competency<br>2. Analyze critically and imaginatively<br>3. Use knowledge and skills proficiently |
| 6. Assess the implications of enterprise decisions, including land use, production methods, labour, and marketing, through perspectives that include Indigenous | 2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems<br>6. Contribute Locally and Globally  |

|                                                                                                            |  |
|------------------------------------------------------------------------------------------------------------|--|
| <p>knowledge systems, reciprocity with land and community, and responsibilities to future generations.</p> |  |
|------------------------------------------------------------------------------------------------------------|--|

*Learning Outcome 6 is assessed across existing assignments without adding new assessments: the Location Selection assignment addresses land-use relationships and place-based considerations; the Production Plan addresses production methods and land stewardship; the Human Resources Plan addresses labour relationships; and the Marketing Plan addresses community and customer relationships. Mentor sessions and in-class sharing provide formative feedback throughout.*

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)? None.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*Learning Outcome 6 asks students to assess enterprise decisions through perspectives that include Indigenous knowledge systems, reciprocity with land and community, and responsibilities to future generations, integrating Indigenous-informed analysis into the business planning process itself. Texts and Resource Materials include Indigenous food system resources. Mentor sessions will include Indigenous agriculture practitioners. This course contributes to and aligns with UFV's Indigenization goals through both content and mode of delivery. The course is designed so that each week has built in time for students to work on materials and then share with class and instructor to trouble shoot problems. This process of lecture, in-class work time, sharing builds a learning community. Mentors (including producers, ministry staff and financial lenders) share knowledge and stories that emphasize course concepts. These elements of course design and delivery align with Indigenization principles, including (from First Peoples Principles of Learning - [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#)) (with underlines by me for emphasis)*

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place*
- *Learning involves generational roles and responsibilities.*
- *Learning is embedded in memory, history, and story*
- *Learning involves patience and time*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *This course and its prerequisite are very much aligned with the goals of EDI. The agricultural student body is diverse, and helping each student develop a tangible plan that could enable them to enter into farming, regardless of access to capital or land, is a fundamental goal of the Agriculture Technology diploma. Students are exposed*

*to numerous resources and stories that recognize the equity challenges of new entrant producers. Each student develops a plan that is unique to their circumstances, interests, and abilities. Students with very modest plans (e.g., under 0.5 acre) can move through the course Learning Outcomes as proficiently as those with larger scale plans (e.g. 200 head beef operation). The scaffolding of the business plan content starting in Agri 247 and continuing through the first half of Agri 248 allows students to work through the materials in manageable pieces.*

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: *There are no costs associated with this course.*

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

- Prerequisites: Pre-Check recommends changing “CMNS 125 or equivalent” to either just CMNS 125 or “CMNS 125 or ENGL 105”.  
*Changed to “CMNS 125 or ENGL 105”.*
- The memo gives info about Indigenization that does not appear to be reflected in the learning outcomes or course content.  
*This course uses a learning community model where students, community mentors, and other stakeholders engage with each other. Students use this feedback to revise and update their project. The process is highly iterative. We have modified the memo to capture that for this course Indigenization is in the method of delivery. We have also captured this information in the delivery section of the OCO.  
We have added an additional learning outcome to address Indigenous perspectives in business planning (LO# 6).*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1998  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 247                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Enterprise Project: Part I<br><b>Course Short Title:</b> Enterprise Project: Part I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will develop research to support a complete business plan designed to obtain support from investors and lenders for an independent agricultural venture. In consultation with faculty, students will prepare a market analysis, determine organizational structure, outline operational objectives including a production plan, and prepare financial projections for the first year of operations. Emphasizes a learning-community model in which producers, lenders, and community mentors share knowledge and stories alongside structured research and planning work.<br><br>Note: Students are expected to complete AGRI 247 and AGRI 248 in the same academic year. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | (AGRI 142 or BUS 100) and (CMNS 125 or ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>AGRI 242A</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Conduct research that supports a business plan for the first year of operation for an agricultural enterprise.
2. Conduct a preliminary review and assessment of market demand for the product or service being provided.
3. Determine the resources required for the product or service being provided (infrastructure, location, human (resources, licenses, distribution networks, etc.).
4. Describe the production plans/operational plans for an agri-business.
5. Apply the basic principles used by investors and lenders to assess the viability and risk of agricultural-business ventures.
6. Assess the implications of enterprise decisions, including land use, production methods, labour, and marketing, through perspectives that include Indigenous knowledge systems, reciprocity with land and community, and responsibilities to future generations.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 75% | % | % |
| Project:     | 25% | % | % |

**Details:**

Assignments: project proposal (5%), market analysis (10%), marketing plan (15%), location selection (10%), production plan (15%), human resources plan (5%), industry analysis (5%), financial statements (10%)

Final project: vision board presentation

**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.)*

Student directed research, expert guest speakers from industry, presentations, Brightspace readings

**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 | BC Ministry of Agriculture and Food | New Farm Start-Up                            | Current |
| 2. Online resource | BC Ministry of Agriculture and Food | Indigenous Food Systems: Tools and Resources | Current |
| 3.                 |                                     |                                              |         |
| 4.                 |                                     |                                              |         |
| 5.                 |                                     |                                              |         |

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

**Course Content and Topics**

- Goals and objectives of the agricultural business
- Agricultural business structures
- Market demand assessment and marketing plan
- Infrastructure needs assessment and assembly — business location, production requirements (land, building, equipment)
- Production methodology and tactics
- Human resource requirement — labour requirements, skill assessment, employee attraction, compensation, and retention
- Preparation of basic financial statements (balance sheet, Income statement, and cash flow statement)
- Financial assessment tools — financial ratios, sensitivity analysis, break even analysis

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Technology Department Chair

Date: December 1, 2025

**Subject: Proposal for revision of AGRI 256 Management and Production of Poultry and Swine to become Monogastric Animal Production**

*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:

*Title: A title change of “Monogastric Animal Production” is proposed. This still encompasses the “management and production of poultry and swine,” but is better suited to the current animal/livestock course offerings at the 200-level (see table below) and allows for more holistic learning outcomes.*

*For Bachelor of Agriculture Science (BAS) Horticulture majors and Livestock Diploma students, the course would be a better fit as a broad overview of monogastric animal production. An introductory course to specific species is needed to establish foundational knowledge and skills for students with diverse backgrounds. Once students share a common grounding in key concepts, more intensive, higher-level courses in poultry science and production (proposed courses: AGRI 332 and 333) can effectively build on that base and explore advanced applications, scientific analysis, and industry-specific competencies. This fits the current structure for ruminant courses, where students can take AGRI 254 Ruminant Animal Health or AGRI 239 Management and Production of Beef, Sheep, and Goats, followed by AGRI 331 Dairy Herd Management: Science and Practice.*

*As such, the new proposed learning outcomes address foundational knowledge of monogastric species health, production, industry structure and regulations from a Canadian and Global lens. This will be valuable to students not only in the Agriculture Technology Livestock Diploma and Livestock certificate, but also to the BAS Horticulture major students who typically take AGRI 256, as they recognize that future career pathways may include greater overlap between livestock and horticulture.*

*This table below shows the progression of livestock-related courses for BAS and Livestock Diploma students:*

|                                                                       | <b>Course</b>   | <b>Title</b>                                            | <b>Credits</b> | <b>Changes for 2026-27</b>                                  |
|-----------------------------------------------------------------------|-----------------|---------------------------------------------------------|----------------|-------------------------------------------------------------|
| Required prerequisite for many 200- and 300-level courses             | <i>AGRI 137</i> | <i>Introduction to Animal Science</i>                   | 3              | <i>Proposed title and LO changes under review</i>           |
|                                                                       | AGRI 212        | Food Safety                                             | 3              |                                                             |
|                                                                       | AGRI 238        | Equine Production and Management                        | 3              |                                                             |
|                                                                       | AGRI 239        | Management and Production of Beef, Sheep, and Goats     | 3              |                                                             |
|                                                                       | AGRI 254        | Ruminant Animal Health                                  | 3              |                                                             |
|                                                                       | AGRI 256        | <b><i>Monogastric Animal Production</i></b>             | 3              | <b>Proposed title, calendar description, and LO changes</b> |
|                                                                       | AGRI 328        | Forage Crop Production: Science and Practice            | 3              |                                                             |
| Livestock Diploma students will choose one or two 300-level course(s) | AGRI 331        | Dairy Herd Management: Science and Practice             | 3              |                                                             |
|                                                                       | <i>AGRI 332</i> | <i>Poultry Science</i>                                  | <i>3</i>       | <i>Proposed course under review</i>                         |
|                                                                       | <i>AGRI 333</i> | <i>Poultry Production: Applied Science and Practice</i> | <i>3</i>       | <i>Proposed course under review</i>                         |

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 \(ILOs\)](#):

| Course Learning Outcomes                                                                                                                                                   | ILOs                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe the production cycle, nutrition, genetics, and basic husbandry practices of poultry and swine in modern agricultural systems.                                  | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                                                                                         |
| 2. Compare poultry and swine industry structure, regulations, and marketing strategies in Canada—including supply management—with those in selected international markets. | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion                                                               |
| 3. Identify common diseases, welfare considerations, and biosecurity practices relevant to monogastric livestock operations                                                | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                                                                                         |
| 4. Explain how economic, cultural, and societal factors shape global monogastric food systems and consumer demand.                                                         | 1. Apply Knowledge and Competencies Proficiently<br>3. Communicate Effectively<br>4. Lead Collaboratively<br>5. Engage with Indigenous Knowledge Systems<br>7. Advocate for Equity, Diversity, and Inclusion<br>8. Engage in Reflection for Action |
| 5. Demonstrate foundational hands-on animal care skills                                                                                                                    | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                                                                                                                         |

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

*We are currently developing a BAS: Animal Science major, and this course will be required for that major.*

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

*None.*

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

*Students examine how Indigenous worldviews—emphasizing relationality, respect, reciprocity, and responsibility toward animals—contrast with and complement Western scientific approaches and land. Throughout this course, the welfare of agricultural and companion animals is emphasized, regardless of the specific topic being covered, e.g., animal housing is about welfare, but so too is understanding disease transmission. Tools for assessing animal welfare such as the Five Freedoms ([https://www.canr.msu.edu/news/an\\_animal\\_welfare\\_history\\_lesson\\_on\\_the\\_five\\_freedoms](https://www.canr.msu.edu/news/an_animal_welfare_history_lesson_on_the_five_freedoms))*

*or the Three Circles*

*([https://www.canr.msu.edu/news/animal\\_welfare\\_for\\_youth\\_part\\_3\\_introducing\\_the\\_three\\_circles\\_model\\_to\\_you](https://www.canr.msu.edu/news/animal_welfare_for_youth_part_3_introducing_the_three_circles_model_to_you)) are models of Animal Welfare that align with Indigenous concepts of Animal*

*Personhood (although this concept is not universal across all Indigenous people in Canada (see Animal Personhood in Mi'kmaq Perspective:*

*<https://tspace.library.utoronto.ca/bitstream/1807/87497/1/societies-04-00672.pdf>).*

*Case-based and circle-based learning with learner-centered participation to build knowledge among peers will be emphasized. Considerations of how land stewardship and human-animal connection intersect with community well-being will be explored.*

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

*Please see response to Number 6. The delivery of this course emphasizes hands-on experience and building student confidence and skills working safely with animals in a smaller-scale livestock setting. This approach is intentional to ensure that students with varying levels of experience working with animals have a chance to develop their confidence at their own pace. All livestock courses included animal care and barn chores as part of the assessment, and these "Chore Logs" provide students with an opportunity to reflect on the application of their learning and also in the development of their skills.*

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

*Credit value: 3 credits*

*Class size: 36*

*Integration of theory and practice, with the use of the CEP Demonstration Barn, will occur in a single weekly meeting. Field trips may occur during or outside class time within a 20-minute drive of either the UFV Abbotsford or Chilliwack campus.*

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

*No required textbooks*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 256                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Monogastric Animal Production                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Monogastric Animal Production                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on nutrition, genetics, welfare, and common diseases of monogastrics, such as poultry and swine. Differences in the marketing of supply managed versus unregulated commodities will be explored.<br><br>Note: Field trips during class time will be required. Please check with the department for details.                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>AGRI 139</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</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>33</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>12</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 33               | Supervised laboratory hours (science lab) | 12 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                         | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                 |                  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | December 5, 2025 |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | January 9, 2026  |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | April 24, 2026   |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

1. Describe the production cycle, nutrition, genetics, and basic husbandry practices of poultry and swine in modern agricultural systems.
2. Compare poultry and swine industry structure, regulations, and marketing strategies in Canada—including supply management—with those in selected international markets.
3. Identify common diseases, welfare considerations, and biosecurity practices relevant to monogastric livestock operations.
4. Explain how economic, cultural, and societal factors shape global monogastric food systems and consumer demand.
5. Demonstrate foundational hands-on animal care skills.

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

|                        |     |                   |     |                   |     |
|------------------------|-----|-------------------|-----|-------------------|-----|
| Quizzes/tests/midterm: | 20% | Final exam:       | 40% | Assignments:      | 40% |
| [click to select]      | %   | [click to select] | %   | [click to select] | %   |

**Details:**

One of the assignments is an Animal Care Log, in which students will develop a reflective log documenting their days and hours spent doing animal care and barn chores in the UFV Demonstration Barn (20%).

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

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

**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 | National Farm Animal Care Council | Codes of Practice for Pigs, and Chickens, Turkeys and Breeders, Pullets and Laying Hens                  | Current |
| 2. Online resource |                                   | Merck Veterinary Manual<br><a href="https://www.merckvetmanual.com/">https://www.merckvetmanual.com/</a> | Current |
| 3. Textbook        | Patience and Thacker              | Swine Nutrition Guide                                                                                    | Current |
| 4. Textbook        |                                   | Poultry Production 12 <sup>th</sup> edition                                                              | Current |
| 5. Textbook        |                                   | Poultry Nutrition Handbook                                                                               | Current |

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

Supplies – Coveralls, boots, calculator, notebook, transportation to field trips

**Course Content and Topics**

- Overview of the poultry industry, marketing boards, and consumer trends
- Overview of the swine industry, import and export market, and consumer trends
- Supply management in Canada — quota, pricing mechanisms, and policy
- Global poultry and swine production - unregulated, export-driven, and alternative market models
- Value chains, production stages, and key stakeholders
- Genetics, breeding systems and selection goals
- Nutrition fundamentals and feeding strategies for poultry and swine
- Monogastric digestive physiology
- Overview of housing, husbandry, and technology in commercial poultry and swine production
- Health management and common diseases
- Regulatory frameworks and certification— food safety, traceability, and animal care
- Economics, societal expectations, and public trust
- Future trends and emerging challenges in monogastric production

## Memo for Course Changes

To: FSCC, FC and UEC

From: Justin Lee, Department head

Date: October 2025 ([Amended April 07, 2026](#))

**Subject: Proposal for revision of BIO 105**

*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 main group of students taking this course comes from the arts. The Faculty of Arts has removed the requirement for a lab science component. This course is being updated as a lecture only course (3 cr) rather than a lec/lab combo (4 cr) as part of this 6-year review.

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

We have removed the learning objectives related to the lab. Course content in the lecture is similar as before (with the removal of the ecology chapter). Wording was updated to better align the course learning outcomes to the institutional and departmental learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No change

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

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 \(UNDRIP\)](#).

**[Amended Change: April 07, 2026](#)**

We will be including a semester long holistic assignment following a four quadrants approach (to think, to belong, to be, to do) in which students have to reflect on their own health. This course will use readings on health in the context of traditional medicinal knowledge and scientific approach. Additionally, experiential and active learning is integrated into the course in addition to modes of assessments.

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

We will integrate diverse human, cultural, and biological perspectives into examples in the context of an introductory biology course for non-majors focusing on human biology and health. The course content highlights contributions from scientists of varied backgrounds and connects biological concepts to global and societal contexts. Discussions and activities are presented in a safe, welcoming, respectful, and inclusive environment. Contributions from students are encouraged and diversity of opinions are valued as they enrich the learning experience. Additional material online will be made available in a variety of formats with accessibility in mind.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Credit value dropped from 4 to 3 credit to reflect the drop of the laboratory component.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook comes in various form ranging from book purchase (\$150) to 4-6 months eBook rental (\$50-80).

**CWC comments and responses:**

- This is also used as a lab science course in areas other than the Bachelor of Arts. The memo indicates that consultation has not taken place with areas outside of Biology, but this should occur prior to UEC. The following courses and programs refer to lab science courses and may be affected:
  - Bachelor of Education: requires 4 credits of an approved lab science
  - Bachelor of Business Administration: requires “one natural science (lab) course”
  - Associate of Arts: requires one lab science course, 3-4 credits
  - GEOG 257/CMNS 257: prerequisites include “any 100-level lab science course”

*The following areas were contacted with details of this change: School of Education, College of Arts, School of Business, School of Communication, and Planning, Geography & Environmental Studies. They were also made aware that students requiring a lab science course can take the following courses: BIO 106, GEOG 103, GEOG 116, CHEM 110, ASTR 103, ASTR 104, BIO 111, or CHEM 113.*

- Based on statements in the memo, should the calendar description include a note that field trips may be required? Should this also be indicated in the typical instructional methods section?

*We have met with TLC and refined our focus on health for Indigenization of the course and removed the field trip component (which was optional to start with). Instead, we will be including a semester long holistic assignment following a four quadrants approach (to think, to belong, to be, to do) in which students have to reflect on their own health. This course will use readings on health in the context of traditional medicinal knowledge and scientific approach.*

- Is it the intention to return to an in-person format, or will this course continue in an asynchronous format?

*The intention is that ~50% of the scheduled offerings (beginning Fall 2026) will be in an in-person format, with the remaining offerings as asynchronous online and/or hybrid. This has also been requested by the College of Arts.*



ORIGINAL COURSE IMPLEMENTATION DATE: June 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|---|--|--|--|--|--|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIO 105                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Human Biology<br><b>Course Short Title:</b> Human Biology                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Designed for non-science students with an interest in biology. Cell and organismal physiology, nutrition, reproduction, genetics, and organ systems are studied using the human organism as a focus.<br><br>Note: Students with credit for any Biology course numbered above 110 cannot take this course for further credit.                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>0</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Supervised laboratory hours (science lab) | 0 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                         | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Department approval:</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**Learning Outcomes**

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

1. Describe the unifying principles of biology: cell theory, gene theory, evolution by natural selection, and homeostasis at an introductory level.
2. Describe how the human body functions at the level of molecules, cells, and organ systems.
3. Summarize human physiological processes.
4. Discuss human physiological processes implications for human function and health.
5. Critically evaluate the scientific merits of information and claims about human function and health that are disseminated in the public.
6. Address scientific questions using the scientific method, including developing hypotheses, analyzing data (e.g. figures, tables, or simulated data), and interpreting results.
7. Reflect on course content in connection with Indigenous ways of knowing and living.

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

|             |     |              |     |                        |     |
|-------------|-----|--------------|-----|------------------------|-----|
| Final exam: | 35% | Assignments: | 17% | Quizzes/tests/midterm: | 48% |
|             | %   |              | %   |                        | %   |

**Details:**

Quizzes/tests/midterms include midterm (35%) and weekly quizzes (13%).

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

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

Lectures, guest lectures, student small group activities, student presentations.

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

| Type        | Author or description | Title and publication/access details           | Year    |
|-------------|-----------------------|------------------------------------------------|---------|
| 1. Textbook | Goodenough, J.        | Biology of Humans, Pearson 6 <sup>th</sup> ed. | Current |
| 2.          |                       |                                                |         |
| 3.          |                       |                                                |         |
| 4.          |                       |                                                |         |
| 5.          |                       |                                                |         |

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

n/a

**Course Content and Topics**

- Humans in the world of biology
- Chemistry comes to life
- The cell
- Chromosomes and cell division
- Stem cells, cancer
- Genetics and human inheritance, DNA
- Human genetic variation
- Reproductive systems
- Blood, cardiovascular and lymphatic systems
- Body defense mechanisms
- Respiratory system
- Urinary system
- Digestive system and nutrition

**From:** Ian Affleck <Ian.Affleck@ufv.ca>

**Sent:** Monday, March 23, 2026 2:52 PM

**Subject:** Re: CHEM/BIOC 404 and 442

I support of the cross-listing of these two courses as CHEM/BIOC 404 and CHEM/BIOC 442.

The primary rationale for cross-listing these courses aligns with that of the existing UFV courses in Biochemistry, all of which are cross-listed with Biology or Chemistry courses: the curriculum in each course has components that are important to recognize in two disciplinary subject areas.

In what is proposed as CHEM/BIOC 404, Chemistry topics include structure and chemistry of lipids; liposomes; model systems; phase diagrams; and chemical characterization techniques such as Nuclear Magnetic Resonance (NMR) spectroscopy, Electron Spin Resonance (ESR spectroscopy, and Infrared (IR) spectroscopy. Biochemistry material includes structure, assembly, and morphology of lipid membranes; membrane proteins; receptors; transport and biomedical applications.

In what is proposed as CHEM/BIOC 442, Chemistry material includes structure and properties of amino acids and proteins; chemical separation methods (chromatography, capillary electrophoresis); and chemical characterization techniques such as mass spectrometry. Biochemistry material includes protein digestion; preparation of biological samples for analysis; introduction to proteomics and systems biology and personalized medicine/diagnostics.

UFV has a Biochemistry major within the BSc, and this means that it's necessary to delineate which courses are conveying Biochemistry subject matter, in order for it to be clear how many credits a student has taken in this disciplinary area. Many students do directed studies projects in Biochemistry (such as proteomics and DNA sequencing), with intent to pursue Biochemistry studies in graduate school.

Please let me know if I can offer anything more regarding these course proposals.

Thanks,

Ian

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**It is an honor and a privilege to live and work in the beautiful Stó:lo Téméxw – territory which has been cared for by the Stó:lo people for thousands of years.**

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Ian Affleck (he/him)

Acting Dean, Faculty of Science

**Memo for Course Changes**

To: Faculty Council, UEC Chair

From: Chemistry Department head and Department

Date: May 21, 2025

**Subject: Proposal for revision of BIOC 404; cross-listing as CHEM 404**

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

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

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

2. Rationale for change:

This course has been offered as BIOC 404/CHEM 412F since 2017, and the department was not aware that this had not been formally approved. OReg staff have recommended correcting this by formalizing the cross-listing. Rather than continue to cross-list with a special topics CHEM course, it would be preferable to offer this as BIOC 404/CHEM 404. The course contains a mix of biochemistry, chemistry, and biophysics topics and thus should appropriately be offered as both BIOC and CHEM. All changes are minor to better reflect the current course structure.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes have no significant effect on the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any programs beyond the B.Sc. in Chemistry or Biochemistry.
5. Which program areas have been consulted about the change(s)? None outside of the Department of Chemistry, as this course is only regularly used by this department
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#),

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) This course contributes to indigenizing the academy primarily through curriculum delivery, where several aspects align with a number of indigenous ways of knowing. In lab courses, some knowledge is gained through *practical applications* and experiential learning. While this course does not have a lab, several topics are introduced and critically discussed by examining key experiments and interpreting the results before analysing the authors conclusions. This also follows the principle of *inherited wisdom*, as in science we continue to learn from the efforts of those who have gone before us. *Community engagement* comes from in-class discussions, and also from a term presentation where students are encouraged to work in groups of 2-3 students, select a relevant topic on their own or from a list of suggestions, compile data from a variety of sources, correlate and analyse the data, and present their topic before the class near the end of term. Students need to contribute to all aspects of the project. Finally, some topics are enhanced by discussing the life and background or ideas of key scientists and seeing them as real people who often faced significant challenges. Thus, even in science there are elements of *Storytelling* that can bring additional light to a topic.

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

- a) All course materials (notes, problem sets, assignments, solutions) will be available to students free of charge electronically *via* the current course delivery system
- b) Student unable to obtain electronic copies will be provided with physical copies of the course material above upon request
- c) Suggested textbooks are not required, and students can achieve success in the course using provided materials and various online materials (such as online research papers available from the UFV library or copies of relevant texts).
- d) Office hours are flexible for in person or virtual discussions throughout the work week.

An inclusive environment will be encouraged when students work together on group assignments or presentations.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The textbook(s) are suggested only, and are not required for success in the course, and efforts will be made to ensure that the library has copies. Thus there are no required costs for the course.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIOC 404                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Biomembranes<br><b>Course Short Title:</b> Biomembranes                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Focuses on the structure and functions of biological membranes and their protein and lipid components. Emphasis is placed on techniques used to study membranes, the use of model systems, and biomedical applications of lipid nanoparticle systems based on membrane structure.<br><br>Note: This course is offered as BIOC 404 and CHEM 404. Students may take only one of these for credit.<br>Note: Students with credit for CHEM 412F cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | BIO 320/BIOC 320 or BIOC 350/CHEM 350.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>CHEM 404 (formerly CHEM 412F)</b><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>Every other year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (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> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> December 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

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

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

1. Describe the structure and chemical properties of lipid bilayers and biological membranes.
2. Critically discuss how lipids can self-assemble to form a variety of structural phases and the biological roles for these properties.
3. Explain how spectroscopic methods can be used to characterize lipid bilayers.
4. Describe the basic theory behind magnetic resonance and other spectroscopy methods.
5. Apply basic NMR theory to calculate several properties of lipid or membrane systems (correlation times, order parameters, NMR linewidths)
6. Explain the roles of membrane proteins in cellular metabolism.
7. Relate the structure of membrane proteins and lipids to their biological functions.
8. Critically analyze recent membrane science research literature.
9. Integrate data from several literature sources in a term paper and/or class presentation.

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

|                        |     |              |     |          |     |
|------------------------|-----|--------------|-----|----------|-----|
| Final exam:            | 30% | Assignments: | 35% | Project: | 20% |
| Quizzes/tests/midterm: | 15% |              | %   |          | %   |

**Details:**

Assignments (problem sets): 35%  
Project and presentation: 20%

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

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

Lecture course, student presentations.

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

| Type        | Author or description | Title and publication/access details                                                 | Year    |
|-------------|-----------------------|--------------------------------------------------------------------------------------|---------|
| 1. Textbook | Lehninger, A.L., et a | Principles of Biochemistry, USA                                                      | Current |
| 2. Textbook | Luckey, M.            | Membrane Structural Biology with Biochemical and Biophysical Foundations, UK         | Current |
| 3. Textbook | Gennis, Robert B.     | Biomembranes: Molecular Structure and Function. Springer Science+Business Media, LLC | Current |
| 4.          |                       |                                                                                      |         |
| 5.          |                       |                                                                                      |         |

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

**Course Content and Topics**

- Membrane morphology
- Structure and properties of membrane lipids
- Membrane self-Assembly: the hydrophobic effect
- Liposomes: structure and use as model systems
- Lipid polymorphism
- Lipid membranes: phase diagrams and cholesterol
- Characterization of membranes using physical techniques: diffraction, magnetic resonance (NMR/ESR), infrared spectroscopy
- Membrane asymmetry and lipid microdomains (RAFTS)
- Membrane potential
- Transport energetics
- Membrane proteins: ion channels, receptors, transporters, and proton pumps
- Liposomes: biomedical applications
- Student presentations



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> CHEM 404                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                             |
| <b>Course Full Title:</b> Biomembranes<br><b>Course Short Title:</b> Biomembranes                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                         |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>BIOC 404</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
| <b>Calendar Description:</b><br>Focuses on the structure and functions of biological membranes and their protein and lipid components. Emphasis is placed on techniques used to study membranes, the use of model systems, and biomedical applications of lipid nanoparticle systems based on membrane structure.<br><br>Note: This course is offered as BIOC 404 and CHEM 404. Students may take only one of these for credit.<br>Note: Students with credit for CHEM 412F cannot take this course for further credit. |                                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BIO 320/BIOC 320 or BIOC 350/CHEM 350.                                                                                                                                                                                             |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | None.                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                              |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>CHEM 412F</b><br>Cross-listed with: <b>BIOC 404</b><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>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> December 11, 2025                                                                                                                                                                                          |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                             |

**Memo for New Course**

To: FC, UEC

From: Chemistry Department

Date: January 2026

**Subject: Proposal for new course CHEM 442/BIOC 442**

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

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

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

This course is being created to regularize an existing special topics course (CHEM 412H). The course focuses on learning the structure of proteins and peptides, using analytical techniques to separate and identify them, and using protein databases to analyze the obtained data, therefore falls within the academic scope of both CHEM and BIOC.

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 \(ILOs\)](#):

The overall objective of this course is to use fundamental science to provide a bridge between chemistry and biology with the focus on Proteomics which is a rapidly expanding field of science. Select topics will be presented where a molecular structure of proteins, the common methods of protein separation and identification will be taught. Students will learn how to use common proteomics software and on-line databases to analyze data obtained from analytical techniques such as mass spectrometry. Students then will learn to discuss science, form literature and provided materials and topics.

This course aims to:

- promote critical evaluation of scientific literature and ideas
- integrate scientific knowledge
- improve communication skills

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This cross listed CHEM/BIOC course will be included as a course option for the required upper-level CHEM elective credits in the CHEM Honours, Major, and Minor programs and the BIOC 4XX requirement in the BIOC major program.
4. Which program areas have been consulted about the course? The Chemistry and Biology departments have been consulted.
5. If a new discipline designation is required, explain why:
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response

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

Students participate in talking circles to facilitate communication (circle methodology) multiple times during the course discussions to communicate with each other. The use of the oral tradition and telling stories is honoured with having several guest speakers sharing their knowledge with students.

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

Students will experience an inclusive environment when they collaborate with each other in groups in class to work on several class activities. They will work together in groups of 3-4 to present the assigned topic related to the content of the course. The diversity that students bring to this class is valued as a source of strength. The materials and activities are presented in a way that is respectful of diversity, including: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

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:

There is no mandatory textbook for this course. The on-line software students will use is open source and free.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIOC 442                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Analytical Proteomics<br><b>Course Short Title:</b> Analytical Proteomics                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Analytical proteomics is a rapidly expanding area bridging chemistry and biology. This course focuses on learning the structure of proteins and peptides, using analytical techniques to separate and identify them, and using protein data bases to analyze the obtained data.<br><br>Note: This course is offered as BIOC 442 and CHEM 442. Students may take only one of these for credit.<br>Note: Students with credit for CHEM 412H cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | CHEM 341 or BIO 320/BIOC 320.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CHEM 412H</b><br>Cross-listed with: <b>CHEM 442</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department approval</b> <b>Date of meeting:</b> December 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

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

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

1. Analyze the molecular structure of different proteins.
2. Explain the common separation techniques to separate proteins.
3. Articulate the reasons protein digestion might be necessary as a preliminary step before protein identification and how it is normally done.
4. Identify the differences between bottom-up and top-down proteomics.
5. Use on line and open sources software such as UniProt and Expassy to run a protein digestion and obtain the peptide sequence of the protein and other related information.
6. Explain the integration of proteomics with genomics, transcriptomics, and metabolomics in systems biology approaches.
7. Explain how post-translational modifications (PTMs) influence protein function, interactions, and disease development.
8. Explain the role of target identification, mechanism-of-action studies, and biomarker discovery in the context of proteomics.
9. Explain as proteomics advances in clinical applications, what ethical considerations must be addressed, and how proteomics data from biomarker discovery or patient samples should be handled responsibly.

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

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

**Details:**

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

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

The presentation of the course will be by interrelated theory classes ("lectures"), and discussion periods ("seminars"). Audio visual aids will be used where appropriate, and students will be expected to use the UFV library for literature research. Students may be required to present seminars or research papers. Guest lecturers will be invited to share their knowledge on the field of proteomics with students.

**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 | Donald Voet, Judith G. Voet; Charlotte W. Pratt;                  | Fundamentals of Biochemistry                            | Current |
| 2. Textbook | Douglas A. Skoog, F. James Holler, Stanley R. Crouch, Brooks Cole | Principles of Instrumental Analysis                     | Current |
| 3. Book     | Daniel C. Liebler                                                 | Introduction to Proteomics: Tools for the New Biology   | Current |
| 4. Book     | Nawin C. Mishra                                                   | Introduction to Proteomics: Principles and Applications | Current |
| 5.          |                                                                   |                                                         |         |

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

**Course Content and Topics**

- What is proteomic?
- Amino acids and proteins
- The role of proteomics in systems biology (class discussion)
- Protein digestion
- Post-translational modifications (PTMs) and their biological significance (class discussion)
- Extracting proteins from biological samples
- Proteomics in drug discovery and development (class discussion)
- Ethical considerations in clinical proteomics (class discussion)
- Methodology of separation and identification of proteins
- Proteomics in personalized medicine (class discussion)
- Methodology of separation and identification of proteins
- Proteomics data analysis: handling big data and bioinformatics challenges (class discussion)
- The future of proteomics: integrating with other "omics" fields (class discussion)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                           |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Course Code and Number:</b> CHEM 442                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                    |                   |
| <b>Course Full Title:</b> Analytical Proteomics                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                           |                   |
| <b>Course Short Title:</b> Analytical Proteomics                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                           |                   |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                |                   |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>BIOC 442</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                           |                   |
| <b>Calendar Description:</b><br>Analytical proteomics is a rapidly expanding area bridging chemistry and biology. This course focuses on learning the structure of proteins and peptides, using analytical techniques to separate and identify them, and using protein data bases to analyze the obtained data.<br><br>Note: This course is offered as BIOC 442 and CHEM 442. Students may take only one of these for credit.<br>Note: Students with credit for CHEM 412H cannot take this course for further credit. |  |                                                                                                                                                                                                                                                           |                   |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | None.                                                                                                                                                                                                                                                     |                   |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | None.                                                                                                                                                                                                                                                     |                   |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | CHEM 341 or BIO 320/BIOC 320.                                                                                                                                                                                                                             |                   |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>CHEM 412H</b><br>Cross-listed with: <b>CHEM 442</b><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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                   |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                   | December 11, 2025 |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                   | February 6, 2026  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                   | April 24, 2026    |

## Memo for Course Changes

To: FSCC, SFC, UEC

From: Ian Affleck, Acting Dept Head, Geoscience

Date: Nov 20, 2025

**Subject: Proposal for revision of GEOG 116 – Earth Rocks**

*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:**

One significant change is the addition of a learning outcome that ensures that Indigenous knowledges complement Western science approaches in explaining and understanding recent geologic history of western North America.

Two other edits to the official course outline reflect how the course has already changed and has been delivered for several years. One of these is the removal of the expectation of a field trip in the instructional hours, which is no longer typical for GEOG 116 offerings.. The other is the change in maximum enrolment from 25 to 36. Lecture sections of GEOG 116 have capacity 36, while mandatory lab sections have capacity 18, similar to most other 100-level lab science courses.

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

The new learning outcome noted above is “Demonstrate how geological and Indigenous knowledge can work together to build a better understanding of recent geologic history of western North America.”

The addition of this learning outcome ensures that the course will help students to meet the UFV Institutional Learning Outcome (#5): *Engage with Indigenous Knowledge Systems*.

GEOG 116 is not specifically required in any programs. Most students taking it are in the Bachelor of Environmental Studies or the Bachelor of Environmental Studies (Natural Sciences), each of which

requires either GEOG 103 or GEOG 116, or are taking it to meet the Scientific Practice component of the Bachelor of Arts or Bachelor of Integrated Studies.

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

This course is not specifically required in any program. These changes will not significantly affect any programs.

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

The Department of Planning, Geography and Environmental Studies, which houses the BES and the BES(NS) referenced above in #3, has been consulted.

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

As noted above, the biggest change proposed here is the addition of the new learning outcome “Demonstrate how geological and Indigenous knowledge can work together to build a better understanding of recent geologic history of western North America.”. This aligns directly with two strategic imperatives from UFV’s Integrated Strategic Plan:

- Honour Indigenous knowledge at all touchpoints of learning (from the *Engage Learners* section), and
- Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University (from the *Transforming Lives* section).

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

Learning environments include both classroom and lab, and assessments are in varied formats – tests, quizzes, take-home assignments and experiential lab work – providing students with a variety of ways to understand the material and to demonstrate that they’ve met the learning outcomes.

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

**9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$140 for textbooks**

**CWC comments and responses:**

- In which evaluation method will learning outcome #11 be assessed?

*LO 11 will be assessed in quizzes or exams (Indigenous knowledge mostly covered in volcanic eruptions and earthquakes of western NA, and rivers)*

- The learning outcomes overall seem ambitious. Please clarify how these outcomes can be effectively assessed with the revised evaluation methods, which only include exams/quizzes and labs. *Learning outcomes have been met for the last 16 years using the same assessments. Lecture material and lab assignments are interwoven so that lectures provide the starting point for application of the knowledge in the lab.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2010  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 116                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Earth Rocks<br><b>Course Short Title:</b> Earth Rocks                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Planning, Geography, and the Environment                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>An introduction to physical geology that explores the materials that compose the Earth and the processes that operate to form the Earth and its surface. Topics include minerals, rocks, earth resources, plate tectonics, geophysical hazards, and surficial features.<br><br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                     |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (science lab) | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>Yes</b>                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Utilize basic geological skills and quantitative data analysis for geological investigations.
2. Explain the ethical issues faced when conducting geological science.
3. Describe geologic time, its major divisions, and the changes in the intensity of geological processes that are associated with different time periods.
4. Articulate scientific theories that explain the methods through which basic geologic processes function and interact within the Earth system.
5. Apply the scientific method in the investigation of geological processes with an emphasis on the unifying theory of plate tectonics.
6. Describe the genesis and economic use of Earth resources such as fossil fuels, metals, and non-metallic minerals.
7. Explain how landscape-forming processes act on the Earth's surface (weathering and erosional forces).
8. Explain how a knowledge of geology can aid in land-use decisions and the mitigation of geophysical natural hazards.
9. Demonstrate competence in communicating geologic concepts using various scientific methods including written, numeric, graphic, and oral.
10. Explore how the weaving of Indigenous Knowledge and geologic science systems complement each other for a deeper understanding of the recent local geologic history.
11. Critically reflect upon their learning from discussions in lectures and labs.

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

|             |     |           |     |                        |     |
|-------------|-----|-----------|-----|------------------------|-----|
| Final exam: | 25% | Lab work: | 40% | Quizzes/tests/midterm: | 35% |
|             | %   |           | %   |                        | %   |

**Details:** Lab work includes lab assignments (10-15%) and lab exams (25-30%)

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

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

Lectures, assigned readings, discussion groups, videos, online resources, laboratory assignments will be used in this course. Guest lectures and field trips may be used.

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

| Type        | Author or description                                         | Title and publication/access details                            | Year |
|-------------|---------------------------------------------------------------|-----------------------------------------------------------------|------|
| 1. Textbook | Tarback, E.J., F. K. Lutgens, C. J. Tsujita, and S. R. Hicock | Earth An Introduction to Physical Geology 4th Canadian Edition. | 2019 |
| 2. Textbook | Plummer, C., Carlson, D. and L. Hammersley                    | Physical Geology, 17th Edition                                  | 2021 |
| 3. OER      | Earle, Steven                                                 | Physical Geology, 2nd ed.                                       | 2019 |
| 4. Textbook | Cronin, V. and D.G. Tasa                                      | Laboratory Manual in Physical Geology, 12th ed                  | 2021 |

**Course Content and Topics**

**Lectures:**

1. Introduction to the field of geology and the scientific method
2. Mineral structure, composition, physical properties, and classification
3. Origins and properties of igneous rocks
4. Volcanoes, volcanic processes, and volcanic hazards locally and globally
5. Weathering and the formation of sedimentary rocks
6. Metamorphism and metamorphic rocks
7. Geologic time, relative dating, and absolute dating
8. Plate tectonics and earth's interior structure
9. Earthquakes, seismology, and seismic hazards with special focus on the Pacific Northwest
10. Mass wasting processes and hazards
11. Global mineral and energy resources
12. Glacial and fluvial geomorphology
13. Coastal and aeolian geomorphology

**Labs:**

1. Mineral properties, use, and identification
2. Rock forming processes and the rock cycle
3. Igneous rock formation, volcanic hazards, and igneous identification
4. Sedimentary rocks, processes, and environments, and sedimentary rock identification
5. Metamorphic rocks, processes, and resources, and metamorphic rock identification
6. Dating rocks, fossils, and geologic events
7. Interpretation of topographic maps, aerial photographs, and satellite images
8. Geologic structures, maps, and block diagrams
9. Earthquake hazards and human risks

**Memo for Course Changes**

To: CACC and UEC

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

Date: December 12, 2025

**Subject: Proposal for revision of MACS 110**

*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:

For the six year review, the course has been updated to align with program learning outcomes, institutional learning outcomes (see section 4), and scaffold to 200 level courses.

The title is changing from Intro to Communication Studies to Introduction to Media and Cultural studies to avoid confusion with the School of Communication

The calendar description changes to focus more on methods and theories than topics in media studies.

The learning outcomes have changed slightly to remove the emphasis on the term communication and more clearly emphasize the methodological and theoretical concerns within the discipline. The overall outcomes are the same, but now more specific and precise.

The texts/resources have changed as the prior book is no longer being offered in new editions, and the new resources emphasize Indigenizing and a cultural studies approach, neither covered in the prior text.

The course has been updated to align with program learning outcomes, institutional learning outcomes, and scaffold to 200 level courses.

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 \(ILOs\)](#):

Outcome 1 and 5 have been modified to have the course engage with the transform ILOs 5, 6,7. While that content has been in the course, it is not clearly articulated in the learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
TRC call 86 asks media schools to require education for all students on Indigenous history, law, and right. While this course does not fully meet those requirements (other courses in the MACS program do), it does now introduce some key ideas about Indigenous use of media to communicate their history, law and rights. There is also now a recommended resource covering Indigenous media in Canada.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The changes in assignments aim to allow more different ways for students to share their knowledge and receive assessment. Theories of media that emphasize critiquing systems of power which have resulted in marginalization and oppression are now explicitly listed in the course learning outcomes.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$130

**CWC comments and responses:**

- What does “political economy” mean in the context of this course?

*Political economy is a well established disciplinary term, e.g. political economy (of the media). The course introduces students to theorizing relationships among politics, the economy, and society as applicable to the study of media.*

- Is this actually a new course? If not, is the change in course title likely to be confusing for students? Should the course syllabus include a caution that students who have taken it under the previous title cannot that it again for credit under the new title?

*This is not a new course. The change in title is not likely to confuse students because the course will remain MACS 110; the title change is minor.*

- Recommend eliminating participation marks and integrating specific performance criteria into assessment tools around assignments and holistic assessments to assess LO 4. Participation marks introduce “noise” into assessment/evaluation/grading: i) very difficult to define/measure, ii) introduces bias (participation often judged on preferred personality traits, cultural behaviour), effort does not necessarily equate to actual learning.

*The OCO has been revised so that participation has been replaced with "discussion lead with reading-informed questions" in holistic assessment. Please see attached.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 110                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Media and Cultural Studies<br><b>Course Short Title:</b> Intro Media & Cultural Studies                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Introduces foundational theories in media and cultural studies, including political economy, semiotics, and audience influence and reception studies.                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 27, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 16, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Describe theories central to the development of media and cultural studies, including globalization, decolonization, political economy, popular culture studies, and social impact of communications technologies.
2. Outline quantitative and qualitative methods for studying media effects on society.
3. Explain how and why audiences incorporate media into their everyday lives.
4. Discuss major media and cultural studies theories in their sociohistorical context.
5. Analyze how media reflects and challenges the status quo regarding class, disability, Indigeneity, gender, race, sexuality, etc.

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

|                        |     |                      |     |   |
|------------------------|-----|----------------------|-----|---|
| Final exam:            | 25% | Assignments:         | 30% | % |
| Quizzes/tests/midterm: | 25% | Holistic assessment: | 20% | % |

**Details:**

Holistic assessment could include independent and group activities, small presentations, and class facilitation and/or discussion lead with reading informed questions.

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

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

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

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

| Type    | Author or description                         | Title and publication/access details                                                                                   | Year |
|---------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book | Pavlik, John and McIntosh, Shawn              | Converging Media: An Introduction to Mass Communication and Digital Innovation, 7 <sup>th</sup> edition, Oxford Press. | 2023 |
| 2. Book | Claxton, Dana and Winton, Ezra                | Indigenous Media Arts in Canada: Making, Caring, Sharing, Wilfred Laurier Press.                                       | 2023 |
| 3. Book | Hall, Stuart, Nixon, Sean, and Evans, Jessica | Representation: Cultural Representations and Signifying Practices, 3 <sup>rd</sup> edition. SAGE.                      | 2024 |
| 4.      |                                               |                                                                                                                        |      |
| 5.      |                                               |                                                                                                                        |      |

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

None

**Course Content and Topics**

- Active versus passive audience debate
- Decolonial and post-colonial media
- Framing and agenda setting theory
- Globalization
- Political economy of media
- Propaganda
- Qualitative and quantitative media and cultural studies methods
- Representation
- Semiotics

**Memo for Course Changes**

To: CACC and UEC

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

Date: October 30, 2025

**Subject: Proposal for revision of MACS/SOC 334**

*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 **learning outcomes** were changed to better reflect how the course serves the program learning outcomes for MACS and to foreground its existing sociological content and orientation. The **delivery methods** were changed because MACS/SOC 334 has now been offered in online and in-class versions.*

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

- *Learning outcome 1 corresponds to MACS PLO 2 and to ILOs 4 and 9.*
- *Learning outcome 2 corresponds to MACS PLOs 3 and 6 and to ILOs 1, 2 and 5.*
- *Learning outcome 3 corresponds to MACS PLOs 3 and 8 and to ILOs 2 and 3.*
- *Learning outcome 4 corresponds to MACS PLOs 4 and 5 and to ILOs 1 and 9.*
- *Learning outcome 5 corresponds to MACS PLO 5 and to ILOs 4 and 9.*
- *Learning outcome 6 corresponds to MACS PLO 8 and to ILOs 2, 7 and 8.*

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

*There are no substantial changes to course content.*

5. Which program areas have been consulted about the change(s)?  
*None. The changes are not significant enough to have an impact on other programs.*
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
*MACS/SOC 334 includes a substantial component on Indigenous media (i.e., policies pertaining to them; APTN and other indigenous-run media in Canada; the representation of indigenous peoples in Canadian media). Moreover, students can focus on Indigeneity in their assignments and essay answers.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*The approach used in the course is highly sensitive to EDI in each of its key areas of study. For instance, for broadcasting policy, we look at how the Broadcasting Act emphasizes the need to reflect the multicultural nature of the country, inclusive of Indigenous peoples of Canada. In looking at multiculturalism in Canada as sociological fact and as public policy, we discuss the diversity that characterizes Canada as a cultural and economic asset to the country. For the state and the arts, we look at the Canada Council's efforts at inclusivity in its hiring practices, in its selection of jury members and, most importantly, in its decisions as to who receives grants. We also look at Indigenous media in terms of how they allow Indigenous people to communicate with each other as well as with all Canadians.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).  
*No special considerations.*
9. Estimate of the typical costs for this course, including textbooks and other materials:  
*The cost for required readings is less than \$150.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version:** 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MACS 334                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Cultural Policy in Canada<br><b>Course Short Title:</b> Cultural Policy in Canada                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> School of Culture, Media and Society                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Examines the changing role of the federal government in shaping and supporting culture in Canada. Explores Ottawa's involvement in areas such as radio and television broadcasting, Indigenous media, the fine and performing arts, and multiculturalism.<br><br>Note: This course is offered as MACS 334 and SOC 334. Students may take only one of these for credit.                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | 45 university-level credits including 3 credits of AH, MACS, or SOC.                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>SCMS 334</b><br>Cross-listed with: <b>SOC 334</b><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>                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                |           | <b>Department approval</b> <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Describe how Canadian media organizations in the public and private sectors were created and have evolved in response to changes in public policy.
2. Appraise examples of Canadian culture in terms of how effectively they represent Canada to its citizens and to the world.
3. Apply sociological research and concepts (e.g. culture, governmentality, Indigeneity, social integration, social stratification, race and ethnicity, representation, etc.) to the analysis of cultural policy.
4. Explain the relationship between cultural policy and social justice, and how they guide media organizations' contributions to equity and justice.
5. Assess how the media in Canada contribute to national identity, in part through the creation of imagined communities throughout the country, or fall short in doing so.
6. Describe public policies designed to improve how the media represent minority/marginalized populations in Canada, particularly Indigenous peoples.

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

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

**Details:**

Two assignments (20% each) and two midterms (20% each).

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

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

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

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

| Type       | Author or description | Title and publication/access details                                                                                                                                                                                                                                                              | Year |
|------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book    | Anderson, Benedict    | <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , revised edition.                                                                                                                                                                                               | 2016 |
| 2. Article | Lacassagne, Aurélie   | "Canadian Cultural Policy and Indigenous Arts: Taking Stock," <i>Canadian Cultural Policy in Transition</i> , Devin Beauregard and Jonathan Paquette, editors.                                                                                                                                    | 2021 |
| 3. Book    | Crey, Karmen          | <i>Producing Sovereignty: The Rise of Indigenous Media in Canada</i> .                                                                                                                                                                                                                            | 2024 |
| 4. Article | Bloemraad, Irene      | "Multiculturalism and Inclusive Democracy: Canadian Multiculturalism and Immigrant Citizenship," <i>Assessing Multiculturalism in Global Comparative Perspective: A New Politics of Diversity for the 21<sup>st</sup> Century?</i> Yasmeen Abu-Laban, Alain-G Gagnon and Arjun Tremblay, editors. | 2022 |
| 5. Book    | Bannerji, Himani      | <i>Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Racism</i> .                                                                                                                                                                                                              | 2000 |

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

None.

**Course Content and Topics**

- Introduction to policy analysis
- Cultural policy and social justice
- Cultural policy as governmentality
- Broadcasting policy in Canada (a concise history, key issues, the government's role)
- Multiculturalism and the state in Canada (a concise history, key issues, the government's role)
- The state and the arts in Canada (a concise history, key issues, the government's role)
- The state and indigenous media in Canada (a concise history, key issues, the government's role)
- The media, the state, and minority/marginalized populations in Canada



ORIGINAL COURSE IMPLEMENTATION DATE: January 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOC 334                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                             |
| <b>Course Full Title:</b> Cultural Policy in Canada<br><b>Course Short Title:</b> Cultural Policy in Canada                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department/School:</b> School of Culture, Media and Society                                                                                                                                                                     |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MACS 334</b> for the official course outline.                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                    |
| <b>Calendar Description:</b><br>Examines the changing role of the federal government in shaping and supporting culture in Canada. Explores Ottawa's involvement in areas such as radio and television broadcasting, Indigenous media, the fine and performing arts, and multiculturalism.<br><br>Note: This course is offered as MACS 334 and SOC 334. Students may take only one of these for credit.                              |                                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     | 45 university-level credits including 3 credits of AH, MACS, or SOC.                                                                                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                                                                              |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>SCMS 334</b><br>Cross-listed with: <b>MACS 334</b><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>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                             |

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Carolyn MacLaren, Director, School of Continuing Education

Date: February 11, 2026

**Subject: Program change – Medical Laboratory Assistant Program**

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

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

2. Rationale for change(s):

We are seeking approval to revise its entrance requirements by introducing a minimum keyboarding proficiency of 40 WPM. This proposed change is intended to ensure compliance with the standards established by the British Columbia Society of Laboratory Science (BCSLS), the program's accrediting body.

Effective keyboarding skills are a critical component of medical laboratory practice, supporting accurate documentation, efficient data entry, and competent use of laboratory information systems. Requiring applicants to demonstrate a baseline level of keyboarding proficiency will help ensure that incoming students are adequately prepared to meet the academic, technical, and clinical demands of the program.

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

Program outcomes have not been changed.

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

The curriculum has not been changed.

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

No additional resources are required and there are no additional costs that apply to the School of Continuing Education. Students may encounter an additional cost of \$25 if they choose to book a keyboarding assessment through Assessment Services.

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

We do not anticipate this change impacting enrolment in the program. Students can access many free, online resources to practice their keyboarding ahead of an assessment and many will apply to the program already able to meet the minimum WPM requirement.

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?

There are no changes to the required core or elective credits.

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 resources are required to accommodate this change. In terms of student support, the Program Coordinator or Department Assistant can provide suggestions for free, online resources and lessons should they be requested.

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.

There are no required or elective courses needed from 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.

There are no budgetary implications for these changes.

## **Medical Laboratory Assistant certificate**

### **Entrance requirements**

1. Applicants must meet the Degree/diploma-level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.
2. One of the following:
  - B.C. secondary school graduation or equivalent.
  - 19 years or older on the first day of classes.

~~3.~~ [3.-A minimum keyboarding speed of 40 WPM. This can be demonstrated by using the keyboarding test available from UFV Assessment Services or through a testing agency approved by Continuing Education.](#)

[Note: Students in some practicum settings will be required to present a satisfactory criminal record check.](#)

### **When to apply**

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

### **How to apply**

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. Full [tuition](#) is due at the time of registration.

### **Basis for admission decision**

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

**Memo for Program Changes**

To: Dana Landry, Chair, UEC

From: Heather McAlpine, Department Head, English

Date: February 19, 2026

**Program Change for English major: discontinuation of English Literature concentration**

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):

The English major is described in the calendar as “English major, English Literature”, which does not accurately describe the program. The majority of English students do not choose a concentration and graduate with an English major. However, there are a handful of students who also declare a concentration in English Literature, which does not have any additional requirements. There is no need for this additional concentration therefore it should be discontinued. References to “English Literature” will be removed from the calendar.

**Memo for Program Changes**

To: Chair, UEC

From: Brianna Strumm, BSW Program Chair

Date: November 20, 2025

**Subject: Program change – Bachelor of Social Work**

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): The proposed change gives students an additional choice regarding the levels of social work practice they wish to explore in more depth. The proposed change is to remove **SOWK 380: Social Work and Community Development** as a core course and place it as an option within a category of three electives.

Presently, students choose one of **SOWK 301: Social Work with Groups** and **SOWK 483: Social Work with Families**. **This program change would allow** students to choose two of **SOWK 301: Social Work with Groups**, **SOWK 380: Social Work and Community Development**, and **SOWK 483: Social Work with Families**. We have found in recent years that students are requesting to take both SOWK 301 and 483, and our current formula does not allow for that.

This does not change the number of courses students acquire within their BSW degree, it simply moves one as a requirement into a category of electives that is now fully representative of the different levels of social work practice.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No program outcome changes.
4. What consideration has been given to Indigenizing the curriculum? This proposed change does not impact Indigenization, however, does allow for students to explore their individual practice priorities while acquiring their social work knowledge.

5. Will additional resources be required? If so, how will these costs be covered? None.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Approximately 110 students are currently in the BSW program, and this will impact their gradplans as they complete their degrees. We will work with students to ensure that they graduate with the criteria that was in place when they started their program so there are no concerns about graduation requirements.
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? It removes one required core course and places it in an elective category. Therefore, it does not change the total number of courses to be offered in the BSW SOWK program.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) There may be minor timetabling impacts depending on the choices students make with regards to their two electives in this category. However, all three courses of these courses run at least once per year, which is not different than the present number of sections.
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

**CWC comment and response:**

- The memo does not include an explanation for why SOWK 380 is being removed as a required course, just why students will be given the option of taking both SOWK 301 and 483. What has changed that SOWK 380 is no longer considered a core course?

*The proposed altered elective set (groups, families, and communities) maintains exposure to community level practice and the course remains an integral part of students' BSW education. The issue is not the importance of the course itself, but that requiring a community practice course may not reflect the employment realities of students whose pathways may be more likely in family- or group-based settings. We believe that singling out SOWK 380 is not to the advantage of our students at this juncture. SOWK 380 was an elective course until 2020, and we are returning it to one of three elective courses from which students can choose. (The change from an elective to a required course was approved at UEC's [Sept. 27, 2019](#) meeting.)*

**Bachelor of Social Work**

**Program outline**

| Course                                                | Title                                               | Credits       |
|-------------------------------------------------------|-----------------------------------------------------|---------------|
| SOWK 300                                              | Social Work Practice with Individuals               | 3             |
| SOWK 311                                              | Social Work Theory and Ethics                       | 3             |
| SOWK 312                                              | Legal Knowledge for Social Work Practice            | 3             |
| SOWK 320                                              | Anti-Racist and Cross-Cultural Social Work          | 3             |
| SOWK 330                                              | BSW Practicum I                                     | 6             |
| <del>SOWK 380</del>                                   | <del>Social Work and Community Development</del>    | <del>3</del>  |
| SOWK 392                                              | Indigenous Social Work                              | 3             |
| SOWK 404                                              | Research Methods and Evaluation                     | 3             |
| SOWK 410                                              | Social Policy Analysis                              | 3             |
| SOWK 430                                              | BSW Practicum II                                    | 9             |
| <b>One-Two of:</b>                                    |                                                     | <del>36</del> |
| SOWK 301                                              | Social Work Practice with Groups                    |               |
| <del>SOWK 380</del>                                   | <del>Social Work and Community Development</del>    |               |
| SOWK 483                                              | Social Work Practice with Families (see Note)       |               |
| <b>Four of:</b>                                       |                                                     | 12            |
| SOWK 302                                              | Interdisciplinary Collaborative Practice            |               |
| SOWK 394                                              | Substance Misuse Issues                             |               |
| SOWK 412                                              | Legal Skills for Social Work Practice               |               |
| SOWK 450                                              | Social Work in Health Care                          |               |
| SOWK 460                                              | Special Topics in Social Work                       |               |
| SOWK 490                                              | Gerontological Social Work                          |               |
| SOWK 491                                              | Indigenous Perspectives on Child and Family Welfare |               |
| SOWK 493                                              | Feminist Social Work                                |               |
| SOWK 496                                              | Social Work and Critical Approaches to Disability   |               |
| SOWK 497                                              | Social Work in Mental Health                        |               |
| <b>Plus:</b>                                          |                                                     | 6             |
| <b>Two upper-level General electives (see Note 1)</b> |                                                     |               |

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty & Dr. Masud Khawaja

Date: December 2, 2025

**Subject:** Proposal for revision of BUS 314: Recruitment and Selection

*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 – Course Content

2. Rationale for change: BUS 314 is due for its scheduled six-year review. The proposed updates strengthen the course's alignment with contemporary recruitment and selection practices in Canada and internationally. The revisions update the calendar description, learning outcomes, and course content by integrating technology-enabled hiring approaches, data-informed decision-making, and diversity-focused staffing strategies. The updated outline also embeds Indigenous and global perspectives in support of UFV's goals for Indigenization and Internationalization. A part of the revision includes updated prerequisites that support accessibility and adequate preparation. The proposed prerequisites of 45 university-level credits for non-business students, or 30 credits including BUS 201 for business students, reflect a balanced approach. Given the broad reach and utility of this course, this structure recognizes that students entering BUS 314 can come from diverse academic backgrounds and that it has applicability in many fields. To support this diversity of preparation, the new curriculum of the course now begins with a focused review of the core recruitment and selection principles introduced in BUS 201, consistent with the textbook. This short 60–75 minute refresher has been piloted this semester and has proven to be beneficial. Many students who complete BUS 201 have forgotten relevant prerequisite material by the time they reach this upper-level HR course. The refresher that has been applied in the current term has clearly functioned as an effective on-ramp, enabling all students to step confidently into the work expected in the course. Performance indicators this term demonstrate that this approach is improving comprehension and outcomes compared to previous semesters. The revised prerequisites also broaden access by enabling students from other disciplines to take BUS 314. This is consistent with

Learning Outcomes 6 and 7, which emphasize working collaboratively across disciplines and cultural contexts. Expanding access aligns with the School of Business's commitment to interdisciplinary learning and ensures that students with varying academic pathways can benefit from the course. Somewhat similar prerequisite adjustments approved in other business courses, such as BUS 404, highlight the effectiveness of this approach toward flexibility paired with academic integrity. Overall, the changes make BUS 314 more coherent, more accessible, and better aligned with supporting success for a diverse student body.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The revised learning outcomes align with the BBA program and Human Resource Management major by emphasizing higher-order skills in analysis, evaluation, and integration of practical HR competencies. Students gain the ability to design and assess recruitment and selection systems that reflect Canadian, Indigenous, and global contexts. These updates also advance UFV's Institutional Learning Outcomes (ILOs) by fostering intercultural awareness and ethical decision-making.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not a required course for any non-School of Business Degree or course.
5. Which program areas have been consulted about the change(s)? School of Business HRM Faculty and BBA Curriculum Committee, which includes representation from all areas of the School of Business.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). : The course integrates Indigenous perspectives by including content on community-based recruitment, relationship-building, and culturally grounded approaches to fair hiring. Students explore relational accountability and holistic principles that emphasize respect, collaboration, and inclusivity in staffing processes. These additions align with UFV's Fulfilling Our Commitment to Aboriginal Peoples policy and support the broader goals of the Truth and Reconciliation Commission (TRC) Calls to Action.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The revised course strengthens its commitment to Equity, Diversity, and Inclusion (EDI) by integrating global, intercultural, and socially responsible approaches to recruitment and selection. Through applied assignments, students critically examine systemic barriers in hiring and develop strategies that advance equity and representation. Case studies and experiential activities foster practical skills in ethical judgment, cultural awareness, and inclusive decision-making.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. : The course now begins with a focused review of core recruitment and selection principles, allowing students

with varying levels of prior coursework to strengthen their foundational understanding before progressing to advanced applications. No adjustments are proposed to credits, enrolment capacity, or instructional resources. The course will continue to run each semester without any additional budgetary impact.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approximately \$120.



**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. Evaluate foundational recruitment principles and assess how new legislation, technology, and emerging trends are reshaping hiring practices in Canada.
2. Describe the process by which an accurate and useful job description is developed.
3. Apply the knowledge of job descriptions to develop job postings and advertisements.
4. Identify appropriate labour markets for recruitment and be able to develop recruitment campaigns targeted to those markets.
5. Create interview strategies based on scientific selection principles.
6. Analyze recruitment and selection practices across diverse global and intercultural settings.
7. Integrate Indigenous perspectives to develop culturally grounded and respectful recruitment strategies.

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

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

**Details:** Midterm is 20%. Assignments include in-class activity (15%) and class participation (10%). Projects include a group project (20%) and an individual project (10%).

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

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

Lecture, student presentation, simulation, online instruction, guest lectures, and group learning.

**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 | Catano, V.M.          | Recruitment and Selection in Canada  | Current |
| 2.      |                       |                                      |         |
| 3.      |                       |                                      |         |
| 4.      |                       |                                      |         |
| 5.      |                       |                                      |         |

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

**Course Content and Topics**

Module 1: Introduction to recruitment and selection (LO 1–7)

- Social and economic factors affecting recruitment and selection
- Introduction to ethical issues and professional standards
- Global and intercultural influences on recruitment and selection practices

Module 2: Foundational legal issues (LO 1)

- Non-discriminatory practices
- Human rights legislation
- Accommodation of physical and mental disability
- Proper practice guidelines

Module 3: Job analysis and job descriptions (LO 2, 3)

- Work and job analysis
- Job analysis interviews and direct observation
- Rating task statements and knowledge, skills, and abilities
- Developing task inventories
- Writing job descriptions based on job analysis

Midterm (LO 1–3)

Individual Project (LO 1-3)

Module 4: Strategic recruitment (LO 4)

- Labour markets and recruitment
- Locating and targeting the applicant pool
- Timing of recruitment initiatives
- Recruitment sources

- E-recruiting
- Evaluating recruiting efforts
- Community-based recruitment and relationship-building approaches informed by Indigenous values

In-Class Activity (LO 4)

Module 5: Strategic selection (LO 5, 6)

- Screening and writing resumes
- Introduction to validity and reliability of assessment testing
- Choosing an appropriate assessment test for the job
- Informational and screening interviews
- Developing a structured interview: situational and behavioural interviews

In-class Activities (Assignments) (LO 1–6)

Module 6: Recruitment and selection decisions (LO 7)

- Understanding the resistance of statistical approaches to recruitment and selection
- Application of scientific knowledge to recruitment and selection decisions
- Making a reliable and valid decision on who to hire
- Culturally responsive and equitable selection practices across diverse global contexts

Group Project and team presentation (LO 1–7)

Class Participation (LO 1-7)

Final Comprehensive Exam (LO1-7)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Gerry Palmer, Saeed Rahman, Sara Babae

Date: 14/04/2026

**Subject: Proposal for revision of BUS 353 – Business Process Management**

*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 OCO for BUS 353 has been revised as part of its six-year review cycle to align with current BPM standards, integrate Indigenous perspectives, and reflect contemporary process management practices. The revised outline includes updated learning outcomes, refreshed module content, and expanded examples to enhance relevance for today's business environments.*

*In the new course outline, AGRI 142 has been added as an additional prerequisite option, considered equivalent to BUS 100. AGRI 142 and BUS 100 achieve equivalent foundational learning outcomes in business fundamentals, including financial literacy, economic understanding, marketing, and business analysis. The primary difference lies in context (agriculture vs. general business), not in the level or scope of skills developed. Therefore, both courses provide the necessary foundational competencies required for upper-level business courses and can appropriately serve as prerequisite options when such skills are needed.*

*Including AGRI 142 as an alternative prerequisite also creates additional flexibility for agriculture students by allowing them to apply a course that is already aligned with their discipline toward business pathways. This supports broader elective access and reduces unnecessary duplication of introductory content. Furthermore, it facilitates a smoother academic transition for agribusiness students who may pursue further studies in business, as they can build on familiar, context-relevant foundations while still meeting prerequisite requirements.*

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

*The learning outcomes were modified to align with the current standards and practices and to support UFV's ILOs on issues related to Indigenization.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No effect.*
5. Which program areas have been consulted about the change(s)?

*Area of Management and Curriculum Committee, which includes all representation from all areas of School of Business.*

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

*BUS 353 integrates Indigenization primarily through Module 4: Continuous Improvement and Optimization, which now includes frameworks such as the Circle of Courage and Two-Eyed Seeing. These perspectives encourage students to view process management as both analytical and relational, emphasizing stewardship, reciprocity, and collective accountability.*

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

*The course promotes EDI principles by engaging students in case-based learning that highlights diverse organizational contexts. The new learning outcome explicitly requires students to integrate Indigenous and community-based perspectives of governance, collaboration, and process improvement into their analysis. The inclusion of reflective assignments fosters cultural awareness, critical thinking, and appreciation for multiple knowledge systems in organizational problem-solving.*

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

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *A \$200 cost has been allocated for the official textbook, and any additional course materials assigned by the instructor should be freely accessible open-source resources.*

**CWC comment and response:**

- Can years be included for the textbooks?  
*The School of Business uses "current" instead of a fixed publication year to ensure the textbook remains up to date for the duration of the course outline's approved period. This approach allows instructors to use the most recent edition available and keep course materials current without requiring frequent formal updates to the course outline.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 353                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Business Process Management                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Business Process Management                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Business Process Management (BPM) provides a structured, data-driven approach to analyzing, modeling, measuring, and improving organizational processes while drawing on both contemporary management practices and Indigenous lenses of systems thinking and community decision-making.                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           | 45 university-level credits including one of BUS 100, AGRI 142, or CIS 270.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> ) |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                               |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Laboratory hours | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                  |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 29, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Explain the strategic role of Business Process Management (BPM) in improving organizational performance.
2. Diagram business processes using Business Process Modeling Notation (BPMN) 2.0 and Event-driven Process Chain (EPC) methodologies.
3. Define process Key Performance Indicators (KPIs) for performance measurement.
4. Apply the Deming Cycle, gap analysis, and process improvement tools to optimize processes.
5. Utilize modeling software to simulate, analyze, and communicate process improvement results.
6. Integrate Indigenous and community-based perspectives of governance, collaboration, and process improvement into BPM analysis and recommendations.

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

|                        |     |              |     |
|------------------------|-----|--------------|-----|
| Final exam:            | 20% | Assignments: | 60% |
| Quizzes/tests/midterm: | 20% |              |     |

**Details:** Assignments include one reflection paper, one case study, two written reports and one diagramming assignment.

**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, seminars, and labs. For seminars, a case-based teaching method will be applied. Students are required to actively participate in case preparations and in-class discussions.

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

| Type        | Author or description                                  | Title and publication/access details                                                                                                     | Year    |
|-------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. | Fundamentals of Business Process Management [Springer]                                                                                   | Current |
| 2. Textbook | Weske, M.                                              | Business Process Management: Concepts, Languages, Architectures [Springer]                                                               | Current |
| 3. Textbook | Jeston, J., & Nelis, J                                 | Business Process Management: Practical Guidelines to Successful Implementation [Routledge]                                               | Current |
| 4. Textbook | Freund, J., & Rücker, B.                               | Real-Life BPMN: Using BPMN 2.0 to Analyze, Improve, and Automate Processes in Your Company [CreateSpace Independent Publishing Platform] | Current |
| 5.          |                                                        |                                                                                                                                          |         |

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

Students need access to a PC compatible computer, and Microsoft Visio.

**Course Content and Topics**

Module 1: Business Process Foundation

- Introduction to BPM
- Process orientation and organizational alignment
- Identification of business processes
- BPM and organizational structure

Assessment: Reflection paper on BPM applications (LO1)

Module 2: Business Process Documentation and Mapping

- Business process documentation techniques and process IDs
- As-Is process capture
- BPMN 2.0
- EPC
- Creating computer-based process maps

Assessment: BPMN diagramming assignment (LO2)

Assessment: Midterm (LO1, LO2)

Module 3: Measuring Process Performance

- Introduction to KPIs and performance evaluation frameworks

- Defining and calculating process KPIs
- Linking KPIs to business objectives
- Incorporating community success indicators such as well-being and balance

Assessment: KPI definition and analysis report (LO3)

**Module 4: Continuous Improvement and Optimization**

- Introduction to the Deming Cycle
- Gap analysis and To-Be planning
- Identifying and planning improvement projects
- Change management and implementation strategies
- Integrating Continuous Improvement with Indigenous Knowledge Systems
  - The Circle of Courage (Belonging, Mastery, Independence, Generosity) as a framework for balanced process improvement.
  - Two-Eyed Seeing as a dual-lens approach to process design and analysis, combining analytical and relational perspectives.

Assessment: Case study (LO4, LO6)

**Module 5: Applied Process Modeling and Simulation**

- Introduction to Visual Paradigm software
- Modeling As-Is and To-Be processes
- Simulation and performance comparison
- Generating business process reports

Assessment: Simulation report and presentation (LO5)

Assessment: Final Exam (LO3, LO4, LO5)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Kim Milnes, Sara Babaee

Date: 18/11/2025

**Subject: Proposal for revision of BUS 404 – Management Science**

*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 OCO for BUS 404 has not been updated since 2018. It has been modified to be consistent with the new course outline form, and to further support UFV’s Institutional Learning Outcomes (ILO) related to Indigenization.*

*Moreover, the course prerequisites have been revised from “60 university-level credits including STAT 106” to “45 university-level credits including STAT 106 or BUS 226.” This adjustment was made for several reasons. First, the faculty believe that, based on the course content, students would benefit from being able to take BUS 404 earlier in their program. Earlier access allows students to apply the analytical and data-driven concepts from BUS 404 in their upper-level courses, which strengthens learning across the program.*

*Second, there is currently a long gap—often from the second year to the fourth year—between when students complete STAT 106 and when they take BUS 404. Allowing students to take the course sooner helps maintain continuity with the quantitative material and supports students who may find the mathematical components challenging.*

*In addition, BUS 226 is a more advanced statistics course that builds directly on STAT 106. Each term, students who received a “D” in STAT 106 but successfully completed BUS 226 request waivers to enroll in BUS 404. These waiver requests have been consistently approved because BUS 226 provides sufficient preparation for the course. By formally allowing “STAT 106 or BUS 226” as the prerequisite,*

*the department can now reflect existing practice, maintain academic standards, and remove unnecessary administrative steps.*

*Finally, this updated prerequisite structure—both the reduction in credit requirements and the acceptance of either STAT 106 or BUS 226—will help reduce the number of waivers submitted for insufficient credits or prerequisite exceptions. This will streamline advising processes and improve overall administrative efficiency within the department.*

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

*The learning outcomes were modified to align with the current standards and practices and to support UFV's ILOs on issues related to Indigenization.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No effect.*
5. Which program areas have been consulted about the change(s)?

*Area of Management and Curriculum Committee, which includes all representation from all areas of School of Business.*

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

*This course integrates Indigenization through Module 6 – Ethical and Cultural Perspectives in Decision-Making, which directly engages students with Indigenous knowledge systems. The module encourages reflection on how Indigenous worldviews—such as collective responsibility, land stewardship, and sustainability—enhance understanding of business and organizational problems. Students discuss the impact of cultural perspectives, including Indigenous approaches, on managerial decisions and demonstrate this engagement through reflection essays.*

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 (EDI) through both its content and its assessment design. The learning outcomes explicitly require students to integrate ethical considerations and diverse perspectives—including Indigenous knowledge systems—into quantitative decision-making. This ensures that students are exposed to a range of cultural viewpoints in addition to standard business analytics.*

*The assignment design also reinforces EDI principles. For example, the reflection essay requires students to consider how ethical and cultural perspectives, including Indigenous knowledge, shape decision-making in business environments. This promotes critical self-awareness, appreciation of diverse knowledge systems, and recognition of systemic inequities.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.).
  - *Credit value: No change*
  - *Class size limit: No change*
  - *Frequency of offering: No change*
  - *Resources required (labs, equipment): No change*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *A \$240 cost has been allocated for the official textbook, and any additional course materials assigned by the instructor should be freely accessible open-source resources.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 404                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Management Science                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Management Science                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Management science covers the application of basic mathematics and statistics to aid managerial decision making in order to help solve a wide variety of problems in the business environment. Students acquire essential management science skills through the use of up-to-date computer-based solutions (e.g., software, cloud platforms, or AI-powered tools) for informed decision-making, incorporating the advancement of Indigenous and diverse perspectives. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | 45 university-level credits including STAT 106 or BUS 226.                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                          |           | Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 29, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

1. Formulate linear programming (LP) models for various business decision problems in algebraic form.
2. Solve LP models using up-to-date computer-based solutions (e.g., software, cloud platforms, or AI-powered tools).
3. Interpret sensitivity analysis results to assess the impact of parameter changes on the optimal solution.
4. Analyze uncertainty through probability concepts and probability trees, supported by up-to-date computer-based solutions.
5. Evaluate business decisions under different risk attitudes by applying decision-support tools.
6. Reflect ethical considerations and diverse cultural perspectives—including Indigenous knowledge systems—into quantitative decision-making processes (e.g., land stewardship, food security, sustainability).

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

|                       |     |                      |     |
|-----------------------|-----|----------------------|-----|
| Final exam:           | 30% | Assignments:         | 30% |
| Quizzes/tests/midterm | 30% | Holistic Assessment: | 10% |

**Details:** Midterm is 30%. Assignments include 10% participation.

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

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

In a computer lab for lectures and exercises.

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

| Type        | Author or description                               | Title and publication/access details                                                                              | Year    |
|-------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Frederick Hillier and Mark Hillier                  | Introduction to Management Science and Business Analytics: A Modeling and Case Studies Approach with Spreadsheets | Current |
| 2. Paper    | Mökander, J., Morley, J., Taddeo, M., & Floridi, L. | Ethics-based auditing of automated decision-making systems: Nature, scope, and limitations                        | 2021    |
| 3.          |                                                     |                                                                                                                   |         |

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

All required software and computing resources (e.g., optimization solvers, cloud-based platforms, and decision-support tools) will be provided through the university's computer labs.

**Course Content and Topics**

Module 1: Introduction to Linear Programming

- Critically examine the fundamentals of LP and its applications in business decision-making.
- Formulate LP models to represent business decision problems algebraically.
- Utilize up-to-date computer-based solutions (e.g., advanced software, cloud platforms, or AI-powered tools) to model and solve LP problems.
- Assess the role of LP in optimizing business operations.

Assessments: Homework 1 – Basic setup in computer-based solutions and algebraic formulation (LO1, LO2)

Module 2: Sensitivity Analysis

- Analyze multiple optimal solutions and their managerial implications.
- Perform sensitivity analysis on objective coefficients to evaluate the impact of changes.
- Interpret sensitivity reports, including shadow prices and allowable increases/decreases.

Assessments: Homework 2 – Sensitivity analysis (LO3)

Module 3: Advanced LP Models

- Develop blending, scheduling, and transportation models to address complex business scenarios.
- Explore special topics in LP and their real-world applications.
- Apply advanced computer-based techniques to model and solve these LP problems.

Assessments: Homework 3 – Blending models (LO1, LO2, LO3)

Midterm Exam (LO1-3)

Module 4: Probability Concepts

- Introduce fundamental probability concepts in the context of business decision-making.
- Use up-to-date computer-based solutions to construct and interpret probability trees.
- Apply probability measures (joint, conditional, marginal) to analyze uncertainty and support data-driven decisions.
- Explore simulation and probability modeling as tools for business applications.

Assessments: Homework 4 – Probability trees (LO4)

**Module 5: Decision Analysis**

- Evaluate decision-making criteria using different risk attitudes, including conservative, optimistic, and regret-based approaches.
- Develop decision trees incorporating Expected Monetary Value (EMV) and Expected Value of Perfect Information (EVPI).
- Apply Bayes' Theorem to update probabilities based on new information.
- Assess the value of perfect and sample information in business decisions, including Expected Value of Survey Information (EVS).

Assessments: Homework 5 – EVPI and EVSI calculations (LO5)

**Module 6: Ethical and Cultural Perspectives in Decision-Making**

- Integrate ethical considerations into quantitative models and decision-making processes.
- Engage with Indigenous knowledge systems to enhance understanding of business problems.
- Reflect on the importance of diversity and inclusion in quantitative analysis.
- Discuss the impact of cultural perspectives on managerial decisions.

Assessments: Homework 6 – Reflection essays (LO6)

Final Exam (LO4-6)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty & Dr. Masud Khawaja

Date: December 2, 2025

**Subject:** Proposal for revision of BUS 416: Training and Development

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

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

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

2. Rationale for change: BUS 416 is due for its scheduled six-year review. The proposed updates strengthen the course's alignment with contemporary Training and Development (T&D) practices in Canada and internationally. The revisions update the calendar description, learning outcomes, and course content by integrating digital learning tools, virtual and hybrid delivery methods, data-informed training design, and ongoing skill-development strategies. The updated outline also embeds Indigenous and global perspectives in support of UFV's goals for Indigenization and Internationalization. A part of the revision includes updated prerequisites that support accessibility and adequate preparation. To support this diversity of preparation, the new curriculum of the course now begins with a focused review of the core training and development principles introduced in BUS 201, consistent with the textbook. Such short 60–75 minute refresher has been piloted and has proven beneficial. Many students who complete BUS 201 have forgotten relevant prerequisite material by the time they reach upper-level HR course. The refresher implemented this term has clearly functioned as an effective on-ramp. Performance indicators this term show improved comprehension, engagement, and outcomes compared to previous semesters. The revised prerequisites also broaden access by enabling students from other disciplines to take BUS 416. This is consistent with Learning Outcomes 6 and 8, which emphasize working collaboratively across disciplines and cultural contexts. Expanding access aligns with the School of Business's commitment to interdisciplinary learning and ensures that students with varying academic pathways can benefit from the course. Somewhat similar prerequisite adjustments approved in other business courses, such as BUS 404, highlight the effectiveness of this approach toward flexibility paired with

academic integrity. Overall, the changes make BUS 416 more coherent, more accessible, and better aligned with supporting success for a diverse student body.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The revised learning outcomes are aligned with the BBA program and HR major goals by emphasizing analysis, evaluation, and integration of skills. Students develop competencies in designing and assessing training systems that address contemporary Canadian, Indigenous, and global contexts. The updates advance UFV's Institutional Learning Outcomes (ILOs) by embedding intercultural understanding and lifelong learning.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not a required course for any non-School of Business Degree or course.
5. Which program areas have been consulted about the change(s)? School of Business HRM Faculty and Curriculum Committee members, which includes representation from all areas of the School of Business.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The revised course integrates Indigenous perspectives by including topics on community-based learning, relational accountability, and holistic approaches to employee development. Indigenous learning methods such as storytelling and experiential learning are embedded within course modules to foster reflection, inclusion, and respect for multiple ways of knowing. These additions respond to UFV's 'Fulfilling Our Commitment to Aboriginal Peoples' policy and the TRC Calls to Action.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course advances EDI principles by emphasizing global, intercultural, and inclusive approaches to learning design. Students engage with diverse case studies and develop training programs that address barriers faced by underrepresented groups. Collaborative learning and peer feedback activities encourage equity, empathy, and mutual respect in professional development contexts.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): The course now includes an initial review of foundational training and development concepts, enabling students with fewer prior credits to engage confidently with the material and strengthen their understanding before progressing to advanced applications. There are no changes to credits, class size, or resources required. The inclusion of digital and experiential components does not require additional funding or specialized equipment.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approximately \$120.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2020  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2032  
**Course outline form version: 29/08/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 416                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Training and Development<br><b>Course Short Title:</b> Training & Development                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Training and development are essential to the success of organizations and the growth of employees. This course reviews foundational training and development concepts and examines how modern Canadian practices, global perspectives, and Indigenous approaches to learning shape inclusive and effective employee development systems.                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits or 30 university-level credits including BUS 201.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Instructor to assess when requested.                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>39</td> </tr> <tr> <td>Tutorials/workshops</td> <td>6</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 39 | Tutorials/workshops | 6 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <b>Date of meeting:</b> October 29, 2025                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 24, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**Learning Outcomes**

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

1. Evaluate foundational training principles and current trends in Canada, including digital learning and hybrid work.
2. Apply the instructional systems design model.
3. Utilize learning styles and motivational theory.
4. Conduct a needs assessment to analyze training needs.
5. Utilize off-the-job training methods and on-the-job training methods.
6. Analyze global and intercultural approaches to training and development.
7. Evaluate the effectiveness of training programs.
8. Integrate Indigenous principles to design inclusive, community-based training strategies.

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

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

**Details:** Midterm is 20%. Assignments include in-class activity (15%) and class participation (10%). Projects include a group project (20%) and an individual project (10%).

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

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

Lecture, discussion, case study, online learning, student presentations, group projects, and experiential exercises

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

| Type    | Author or description | Title and publication/access details                | Year    |
|---------|-----------------------|-----------------------------------------------------|---------|
| 1. Book | Saks, A., Haccoun, R  | Managing Performance through Training & Development | Current |
| 2.      |                       |                                                     |         |
| 3.      |                       |                                                     |         |
| 4.      |                       |                                                     |         |
| 5.      |                       |                                                     |         |

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

**Course Content and Topics**

Module 1: Introduction and Organizational Learning

- Aligning organizational objectives with training and development activities
- The training and development process; the instructional systems design model
- Reviewing foundational training and development concepts
- Organizational learning; knowledge management practices
- Global perspectives on workforce learning and digital training ecosystems

Module 2: Learning and Motivation

- Learning styles and theories of motivation

Module 3: The Needs Analysis Process

- Training needs analysis process
- Midterm Exam (LO 1-3)

Module 4: Training Design and Methods

- Training design and training methods
- Off-the-job training methods (audio-visual, case study, case incident, behaviour modeling, role play, games, simulations)
- On-the-job training methods (job instruction, performance aids, job rotation, apprenticeship, coaching, mentoring)
- Technology-based training methods
- Cross-cultural approaches to training design and delivery
- Student presentations (LO4)
- Learning exercise (LO 1-4)

Module 5: Training Delivery

- Training implementation and lesson plan

- Gagne's 9 events of instruction
- Training delivery problems
- Transfer of training process
- Indigenous approaches to experiential and community-based learning
- Student presentations (LO 5-6)

Module 6: Training Program Evaluation

- Training evaluation and variables
- Written assignment (LO 5-6)

Module 7: Experiential Learning as Applied to Training and Development

- Group Project (LO 1-8)
- Class Participation (LO 1-8)
- Final Comprehensive Exam (LO 1-8)

# MEMO

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**To:** Dana Landry, Chair, Undergraduate Education Committee

**From:** Joy Enyinnaya, Chair, Senate Teaching and Learning Committee

**Date:** 2026-02-13

**Subject:** Definition of Holistic Assessment

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Dear Dana,

I am thrilled to share the approved definition of Holistic Assessment, developed through the Holistic Assessment STLC Working Group.

We are submitting this to UEC for institutional adoption within UFV course outlines and other curriculum adoption efforts. The definition is intended to support clarity and alignment across programs as we engage in curriculum design, assessment planning, program review, and institutional quality processes.

Thank you for your support throughout this process. I sincerely appreciate the collective effort that has gone into developing this definition and I look forward to working with UEC and TLC to mobilize it.

With gratitude,

Joy

## **Holistic Assessment: A Working Definition for UEC**

### **Purpose**

This document provides a clear, shared definition of holistic assessment for use in course outlines, prerequisite guidelines, and curriculum conversations at UFV. It is intended to be practical, accessible, and aligned with UFV's commitments to Indigenization, equity, and student-centered learning.

### **Definition**

Holistic assessment is a reflective and process-oriented approach to evaluating student learning. It attends to the development of the whole learner and creates opportunities for students to connect disciplinary knowledge to their lived experiences, identities, relationships, and communities.

Holistic assessment emphasizes how learning unfolds over time, not only what is produced at a single point. It is relational and strengths-based, and takes place in learning environments where meaning is co-created by students and instructors through aligned teaching, learning, and assessment practices.

### **Key Characteristics**

Holistic assessment:

- Is developmental, recognizing growth across a term or program
- Values reflection and self-assessment as evidence of learning
- Integrates cognitive, emotional, relational, physical, and spiritual dimensions of learning
- Is contextual and relational, attending to students' social, cultural, and community contexts
- Aligns assessment methods with how learning occurs (e.g., dialogue, storytelling, experiential learning)
- Can coexist with grades while resisting narrow, deficit-based judgments

### **Examples in Practice**

Holistic assessment may include:

- Reflective journals connecting course concepts to personal, community, or professional experiences
- Autoethnographic or positionality-based assignments
- Learning portfolios demonstrating growth over time
- Community-engaged or land-based projects with reflective components
- Creative or multimodal assessments (e.g., podcasts, photo-voice, storytelling)

- Holistic or circular rubrics that foreground strengths and integrated learning
- Assessment of learning processes and engagement

**What Holistic Assessment Is Not**

Holistic assessment is not the absence of academic rigor, the removal of disciplinary standards, or the grading of students' beliefs or personal identities. It is not a participation grade or a single assignment added onto traditional assessment. Rather, it is an intentional alignment between learning outcomes, teaching practices, and assessment approaches.

**Why This Matters**

Research and Indigenous education frameworks consistently show that holistic approaches improve student engagement and belonging, support deeper and more transferable learning, and reduce deficit-based and exclusionary assessment practices. Holistic assessment also better reflects the diverse ways students demonstrate learning.

**Use in Course Outlines**

In course outlines, holistic assessment may be described as:

*“Assessment that emphasizes reflection, integration of learning, and connections between course content and learners’ lived experiences, evaluated through a strengths-based and developmental lens.”*

**Holistic Assessment: Definition, Rationale, and Scholarly Foundations****Introduction**

This document provides a more detailed articulation of holistic assessment for the Undergraduate Education Committee (UEC), grounding the definition in Indigenous knowledge systems and relevant scholarly literature in assessment, higher education, and decolonizing pedagogy. It is intended to support policy alignment, curriculum review, and institutional clarity.

**Definition**

Holistic assessment is a reflective and relational approach to evaluating student learning that attends to the intellectual, emotional, physical, relational, and spiritual dimensions of the learner. Rather than treating knowledge as discrete and decontextualized, holistic assessment recognizes learning as embedded in relationships, lived experience, community, and place (Battiste, 2013; Canadian Council on Learning, 2007).

Holistic assessment takes place in the context of holistic teaching and learning opportunities such as storytelling, land-based learning, experiential, dialogic, and community-engaged pedagogies—within classrooms where instructors hold a critical and holistic understanding of their own ongoing learning processes (Battiste, 2013). Learning occurs collaboratively, with students and instructors co-creating meaning in ways that respect individual and diverse lived experiences, consistent with relational and formative approaches to assessment for learning (Stiggins, 2005).

At UFV, holistic assessment is grounded in Indigenous conceptions of wholeness often articulated through the interrelated domains of spirit, heart, mind, and body and is aligned with Stó:lō traditions and the laws of Stó:lō Temexw. While rooted in Indigenous epistemologies, holistic assessment is not exclusive to Indigenous learners; it benefits all students by broadening what counts as knowledge and evidence of learning.

**Indigenous Foundations of Holistic Assessment**

Indigenous education frameworks consistently understand learning as holistic and lifelong, grounded in experiential, relational, and community-based ways of knowing. Learning is not confined to cognitive development alone but is understood as an integrated process that attends to spiritual, emotional, physical, and intellectual dimensions of the learner. The Medicine Wheel is often used to represent this integrated understanding of human development, emphasizing balance and interconnectedness across these domains. From this perspective, assessment is not merely evaluative or judgment-based but formative and restorative, supporting learners in developing an understanding of who they are, where they come from, and how they are accountable to their relationships, communities, and responsibilities (Hunter & Randhawa, 1996).

Building on this foundation, Battiste (2013) argues that Indigenous education seeks to “nourish the learning spirit,” positioning assessment as a process that affirms learners’ identities, capacities, and purposes rather than ranking or sorting individuals. Similarly, the Canadian Council on Learning (2007) emphasizes that success in learning cannot be meaningfully captured through standardized or exclusively cognitive measures, and instead calls for approaches that reflect the holistic, relational, and contextual nature of Indigenous learning.

### **Holistic Assessment as Pedagogically Situated Practice**

Holistic assessment is not an isolated evaluative technique but a pedagogically situated practice that emerges from intentional teaching and learning environments. In such contexts, instructors do not function solely as assessors of student performance, but as reflective practitioners who are attentive to their own learning, positionality, and responsibilities within the learning relationship.

Learning is understood as a collaborative process of meaning-making, shaped by students’ diverse lived experiences, identities, and social locations. As a result, holistic assessment prioritizes alignment between pedagogy and evaluation, ensuring that students are assessed in ways that are consistent with how learning is cultivated (through dialogue, reflection, experiential engagement, and relational accountability) rather than through decontextualized or purely summative measures.

### **Key Principles of Holistic Assessment**

Across Indigenous and scholarly literatures, holistic assessment is characterized by the following principles:

1. Developmental – Learning is assessed over time rather than at a single endpoint.
2. Relationality – Assessment occurs within relationships of trust, respect, and accountability.
3. Reflection – Learners are supported to make meaning of their learning experiences.
4. Integration – Cognitive learning is integrated with emotional, ethical, embodied, and spiritual dimensions.
5. Strengths-based orientation – Emphasis is placed on growth, capacity, and contribution rather than deficit.
6. Contextual validity – Learning is evaluated in relation to students’ social, cultural, and disciplinary contexts.

### **Examples of Holistic Assessment in Higher Education**

In postsecondary contexts, holistic assessment may take the form of:

- Reflective journals or learning narratives
- Portfolios demonstrating growth and integration
- Community-engaged or land-based projects
- Autoethnographic or positionality-based assignments

- Dialogic assessments (e.g., circles, peer feedback, mentorship)
- Holistic or circular rubrics that visualize integrated learning

Importantly, holistic assessment can coexist with grades and institutional requirements when transparency, alignment with learning outcomes, and clear criteria are maintained.

### **Addressing Common Concerns**

Holistic assessment does not imply reduced rigor or subjective grading. Rather, rigor is maintained through:

- Clearly articulated learning outcomes
- Transparent criteria and expectations
- Alignment between pedagogy and assessment
- Ethical boundaries that avoid evaluating students' beliefs or identities

When implemented thoughtfully, holistic assessment enhances academic integrity by making learning processes visible and meaningful.

### **Implications for UEC and Curriculum Policy**

For UEC, adopting a shared definition of holistic assessment supports consistency in course outline language, enables innovation while maintaining academic standards, aligns assessment practices with UFV's commitments to Indigenization and equity, and provides guidance for curriculum review and approval processes

### **Conclusion**

Holistic assessment represents a principled, research-informed approach to evaluating student learning that honours wholeness, relationality, and growth. Rooted in Indigenous knowledge systems and supported by contemporary assessment scholarship, it offers UFV a coherent framework for assessment practices that are inclusive, rigorous, and transformative.

### **References**

- Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich Publishing.
- Canadian Council on Learning. (2007). *Redefining how success is measured in First Nations, Inuit and Métis learning*.
- Hunter, D., Jones, R., & Randhawa, B. (1996). The use of holistic versus analytic scoring for large-scale assessment. *Canadian Journal of Program Evaluation*, 11(2), 61–85.
- Stiggins, R. (2005). Rethinking the motivational dynamics of productive assessment. *MASS Journal*, 5(1), 8–12.
- Stonechild, B., & McGowan, S. (2009). *More holistic assessment for improved education outcomes*. Saskatchewan Instructional Development and Research Unit.