



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING  
February 27, 2026 - 10:00 AM  
D225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 9      **2.1. UEC draft minutes: January 30, 2026**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Culture, Media, and Society**

10 -      **3.1.1. ANTH 102: Review with changes**  
16

MOTION: To approve the ANTH 102 course outline as presented.

**3.2 Economics**

17 -      **3.2.1. ECON 100: Review with changes**  
118      **ECON 101: Review with changes**  
         **ECON 199: Review with changes**  
         **ECON 207: Review with changes**  
         **ECON 285: Review with changes**  
         **ECON 307: Review with changes**  
         **ECON 341: Review with changes**  
         **ECON 342: Review with changes**  
         **ECON 352: Review with changes including course title**  
         **ECON 360: Review with changes**  
         **ECON 361: Review with changes**  
         **ECON 375: Review with changes**  
         **ECON 395: Review with changes**  
         **ECON 398: Review with changes**  
         **ECON 410: Review with changes**  
         **ECON 490: Review with changes**

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MOTION: To approve the ECON course outlines as presented.

### 3.3 Mathematics and Statistics

119 - 3.3.1. **MATH 355:** Review with changes  
122

MOTION: To approve the MATH 355 course outline as presented.

### 3.4 Peace and Conflict Studies

123 - 3.4.1. **PACS 100:** Review with changes  
130 **PACS 200:** Review with changes

MOTION: To approve the PACS course outlines as presented.

### 3.5 Physics

131 - 3.5.1. **PHYS 499:** New course, *Physics Honours Module*  
133

MOTION: To approve the PHYS 499 course outline as presented.

### 3.6 Arts and Integrated Studies

134 - 3.6.1. **AIS 399:** Change to prerequisites  
140 **AIS 480:** Change to prerequisites

MOTION: To approve the AIS course outlines as presented.

141 - 3.6.2. **Bachelor of Integrated Studies:** Changes to entrance and program  
157 requirements

MOTION: To recommend approval of the changes to the Bachelor of Integrated Studies entrance and program requirements as presented, effective September 2026.

### 3.7 Continuing Education

158 - 3.7.1. **Legal Administrative Assistant certificate:** Changes to entrance and  
167 program requirements

MOTION: To recommend approval of the changes to the Legal Administrative Assistant certificate entrance and program requirements as presented, effective September 2026.

168 - 3.7.2. **LAA 01:** New course, *Legal Office Procedures*  
187 **LAA 02:** New course, *Litigation*  
**LAA 03:** New course, *Corporate Law*  
**LAA 04:** New course, *Conveyancing*  
**LAA 05:** New course, *Family Law*  
**LAA 06:** New course, *Wills and Estates*  
**LAA 07:** New course, *Practicum Preparation and Career Planning*

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**LAA 08:** New course, *Practicum*

MOTION: To approve the LAA course outlines as presented.

**3.8 Biology**

188 -  
197

- 3.8.1. Biology major:** Changes to program requirements  
**Biology Honours:** Changes to program requirements

MOTION: To approve the changes to the Biology major and Honours as presented, effective September 2026.

**3.9 Environmental Studies**

198 -  
230

- 3.9.1. Bachelor of Environmental Studies:** Changes to program requirements  
**Bachelor of Environmental Studies (Natural Sciences):** Changes to program requirements

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

MOTION: To approve the changes to the Bachelor of Environmental Studies (Natural Sciences) as presented, effective September 2026.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

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

**5. INFORMATION ITEMS**

231 -  
235

- 5.1. Dual degree between Panjab University and UFV**
- 5.2. Program suspensions and discontinuations**
  - Physical Geography major, minor, and Honours: Discontinued
  - Geographic Information Systems certificate: Discontinued
- 5.3. Annual review of [UEC Terms of Reference](#)**

**6. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

January 30, 2026  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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

**ABSENT:** Amber Johnston, Carolyn MacLaren, David Johnston, Selena Karli, and Shirley Hardman

**GUESTS:** Avril Alfred, Helen Butner, Amber Gazso, Andrea Hughes, Tara Kaszonyi, Lynn Kleinveldt, Zina Lee, Heather McAlpine, Christine Nehring, Jessica Price, Afia Raja, Noah Schwartz, Eric Spalding, Jason Thomas

**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: December 19, 2025

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**3. COURSES AND PROGRAMS**

**3.1. English Language Studies**

- 3.1.1. **EAP 054:** Review with changes including title and prerequisites
- EAP 056:** Review with changes including title and prerequisites
- EAP 064:** Review with changes including title and prerequisites
- EAP 065:** New course, *English Pronunciation*
- EAP 066:** Review with changes including title and prerequisites
- EAP 074:** Review with changes including title and prerequisites
- EAP 075:** Review with changes including title and prerequisites
- EAP 076:** Review with changes including title and prerequisites
- EAP 084:** Review with changes including title and prerequisites
- EAP 086:** Review with changes including title and prerequisites

**MOTION:**

To approve the EAP course outlines as amended:

- "CLP" corrected to "CLB" in EAP 066 and EAP 076 calendar descriptions
- EAP 086 learning outcomes:
  - #2: "Negotiate and resolve" changed to "Negotiate"
  - #4 split into two outcomes

○ #5: "Interpret and critique" changed to "Critique"  
CARRIED

- 3.1.2. EAP 058:** Discontinuation, *Reading for Academic Success: High Intermediate Level*  
**EAP 068:** Discontinuation, *Reading for Academic Success: Advanced Level*  
**EAP 070:** Discontinuation, *Reading for Academic Success: University Foundation Level*  
**EAP 073:** Discontinuation, *Academic Vocabulary: University Foundation Level*  
**EAP 080:** Discontinuation, *Writing for Academic Success: University Bridge Level*  
**ESL CB50:** Discontinuation, *Basic Computer Concepts and Use*  
**ESL CMS:** Discontinuation, *Computer-Mediated Multiskill Course*  
**ESL IB29:** Discontinuation, *Intensive Beginner II*  
**ESL L87:** Discontinuation, *ESL Listening Bridge*  
**ESL P45:** Discontinuation, *ESL Pronunciation I*  
**ESL P55:** Discontinuation, *ESL Phonics/Spelling*  
**ESL P65:** Discontinuation, *ESL Pronunciation II*

**MOTION:**

To discontinue EAP 058, EAP 068, EAP 070, EAP 073, EAP 080, ESL CB50, ESL CMS, ESL IB29, ESL L87, ESL P45, ESL P55, and ESL P65.

- 3.1.3. English Language Studies programs:** Changes to entrance requirements, program requirements, and credential classification:
- ELS Intermediate certificate changed to English Language Studies Intermediate associate certificate
  - ELS Advanced I certificate changed to English Language Studies High Intermediate associate certificate
  - ELS Advanced II certificate changed to English Language Studies Advanced associate certificate
  - ELS Academic certificate changed to English Language Studies University Bridge associate certificate

All courses will now be EAP rather than ESL, although the program will remain as English Language Studies. The EAP course code was originally created as "English for Academic Preparation" and is identified this way in the academic calendar. Program representative Helen Butner confirmed this should be changed to "English for Academic Purposes", which is the common term used within BC for this type of course.

**MOTION:**

To recommend approval of the changes to the ELS Intermediate certificate as presented, including the name and classification change to the English Language Studies Intermediate associate certificate, effective September 2026.

CARRIED

**MOTION:**

To recommend approval of the changes to the ELS Advanced I certificate as presented, including the name and classification change to the English Language Studies High Intermediate associate certificate, effective September 2026.

CARRIED

**MOTION:**

To recommend approval of the changes to the ELS Advanced II certificate as presented, including the name and classification change to the English Language Studies Advanced associate certificate, effective September 2026.

CARRIED

**MOTION:**

To recommend approval of the changes to the ELS Academic certificate as presented, including the name and classification change to the English Language Studies University Bridge associate certificate, effective September 2026.

CARRIED

**MOTION:**

To recommend approval of the changes to the entrance, residency, and graduation requirements for the English Language Studies programs as presented, effective September 2026.

**3.2. Arts**

**3.2.1. Bachelor of Arts: Changes to program requirements**

**MOTION:**

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

CARRIED

**3.3. Information Studies**

**3.3.1. Library and Information Technology diploma: Changes to concentrations (streams)**

The term "stream" was selected for these course groupings as these do not fit any of the current ministry definitions and a "stream" is not a ministry-recognized credential. The chosen stream(s) will not appear on parchments, but can be included on student resumes and CVs.

**MOTION:**

To recommend approval of the changes to the Library and Information Technology diploma as presented, effective September 2026.

CARRIED

**3.4. Psychology**

**3.4.1. Psychology Honours: Change to entrance requirements**

**MOTION:**

To recommend approval of the changes to the Psychology Honours entrance requirements as presented, effective September 2026.  
CARRIED

**3.5. Chemistry**

- 3.5.1. CHEM 110:** Review with changes  
**CHEM 114:** Review with changes

The Chemistry department confirmed that the split between lecture and lab components is a standard approach, and students must pass the lab in order to pass the course.

**MOTION:**

To approve the CHEM course outlines as amended:

- Evaluation section of both courses will indicate the minimum grades required for the lab and final exams in order to receive a passing grade.

CARRIED

**3.6. Business**

- 3.6.1. BUS 203:** Change to prerequisites  
**BUS 440:** Review with changes including title

It was noted that AGRI 142 is often accepted as a prerequisite alternative to BUS 100, but is not included in the prerequisites for BUS 440. The School of Business will be asked to consider this in future, and look at what other courses might also be considered equivalent preparation.

**MOTION:**

To approve the BUS course outlines as presented.  
CARRIED

**3.7. Communication**

- 3.7.1. CMNS 381:** New course, *Advanced Intercultural Communication*

**MOTION:**

To approve the CMNS 381 course outline as presented.  
CARRIED

**3.8. Criminology and Criminal Justice**

- 3.8.1. CRIM 215:** Review with changes including prerequisites  
**CRIM 220:** Review with changes  
**CRIM 402:** Review with changes including prerequisites  
**CRIM 410:** Review with changes including title  
**CRIM 411:** Review with changes including prerequisites

**CRIM 412:** Review with changes

**MOTION:**

To approve the CRIM course outlines as presented.  
CARRIED

**3.9. Culture, Media, and Society**

- 3.9.1. MACS 235/JRNL 235:** Review with changes  
**MACS 369/JRNL 369:** Review with changes

The continued cross-listing of these courses as both MACS and JRNL was questioned. The School of Culture, Media, and Society and the School of Communication will further discuss the best approach for these courses before bringing them back to UEC for approval.

**MOTION:**

To approve the MACS/JRNL course outlines as presented.  
DEFEATED

**3.10. Economics**

- 3.10.1. ECON 100:** Review with changes  
**ECON 101:** Review with changes  
**ECON 199:** Review with changes  
**ECON 207:** Review with changes  
**ECON 285:** Review with changes  
**ECON 307:** Review with changes  
**ECON 341:** Review with changes  
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**ECON 361:** Review with changes  
**ECON 375:** Review with changes  
**ECON 395:** Review with changes  
**ECON 398:** Review with changes  
**ECON 410:** Review with changes  
**ECON 490:** Review with changes

As a representative was not present to address questions, this item was postponed to the next meeting.

**MOTION:**

To table the ECON course outlines to the next meeting.  
CARRIED

**3.11. English**

- 3.11.1. ENGL 227:** Review with changes including prerequisites  
**ENGL 490:** Review with changes

**MOTION:**

To approve the ENGL course outlines as presented.  
CARRIED

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

- 3.12.1. GEOG 340:** Removal of cross-listing as GDS 340  
**GEOG 396:** Removal of cross-listing as GDS 310/SOC 396  
**GEOG 398:** Removal of cross-listing as GDS 311/SOC 398

**MOTION:**

To approve the GEOG course outlines as presented.  
CARRIED

**3.13. Political Science**

- 3.13.1. POSC 110:** Review with changes  
**POSC 301:** Review with changes including title

POSC 110 listed participation as holistic assessment, but this is more appropriately categorized under assignments.

**MOTION:**

To approve the POSC course outlines as amended:

- POSC 110 evaluation changed from 10% holistic assessment and 40% assignments to 50% assignments

**4. OTHER BUSINESS/DISCUSSION ITEMS**

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

**5. INFORMATION ITEMS**

- 5.1. Upcoming UEC vacancies**  
**5.2. Updated UEC membership**

**6. ADJOURNMENT**

The meeting was adjourned at 11:59 am.

**Memo for Course Changes**

To: College of Arts Curriculum Committee Members

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

Date: December 2025

**Subject: Proposal for revision of ANTH 102: Culture and Society**

*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:

- ANTH 102 needed to be revised as part of the standard six-year review. The course revision creates more alignment with contemporary anthropological approaches and more explicitly connects to the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).
- The revised version of ANTH 102 better reflects the shared underlying teaching goals and approaches of faculty despite the diversity of content matter used.
- The course is now more aligned with the programme's focus on rethinking important social issues. In particular, ANTH 102 opens students up to radically rethinking the world around them in ways that work towards appreciating cultural difference even when it may be discomforting.
- The revisions to the calendar description make the focus of the course a little more generalised so that the course can be taught from both survey and thematic approaches depending on the instructor's preference.
- The learning outcomes reflect the shift in anthropology as a discipline away from culture as an object of study to culture as an analytical framework that can be applied to thinking through why we value and do the things we do, the practices, concerns, and dynamics of our everyday lives, and our relationships with others, etc.

- The change in assessment and resources for ANTH 102 reflect changes in pedagogy and universal design for learning. Faculty have focused on encouraging students to develop key first-year skills in note-taking, summarising, and reflecting on content through the use of a Portfolio as the primary means of assessment. This assignment, which current faculty have agreed on, asks students to summarise weekly content in their own words and then consider how these ideas apply to their own life and/or experiences. In essence, it asks them to practice anthropological thinking so as to analyse their own cultural assumptions and practices.
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 Course Learning Outcomes (CLOs) have been changed specifically to ensure that they are more inline with the Anthropology Programme Learning Outcomes (PLOs) adopted in 2022 (i.e. since the most recent course revision) as well as UFV’s new ILOs.
  - The revised CLOs bring ANTH 102 into alignment with all PLOs as is appropriate for the program’s foundation course.
  - The original CLOs were in alignment with ILOs 1, 3, and 5: apply knowledge & competencies proficiently; communicate effectively; and engage with Indigenous knowledge systems. The revised CLOs continue to align with these.
  - The revised CLOs also align with ILOs 2, 6, and 7: examine critically and holistically; contribute locally & globally; advocate for equity, diversity, and inclusion.
  - The revised learning outcomes reflect the change in focus of the course, and better follow the UFV rules for how to write learning outcomes for a 100-level course.

| CLOs                                                                                                                                                                                 | SOC/ANTH Major PLOs | ANTH PLOs  | ILOs          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|---------------|
| 1. Discuss the importance of social, cultural, and historical contexts, including differential power dynamics, for understanding cultural diversity                                  | 2, 3                | 2, 3       | 1, 2, 3, 4, 5 |
| 2. Describe, ethnographically, a cross-cultural range of social, economic, political, and religious practices                                                                        | 2, 3                | 2, 3       | 1, 2, 5       |
| 3. Explain some of the multiple perspectives arising in diverse cultural frameworks and paradigms                                                                                    | 2, 3                | 2          | 1, 2, 5       |
| 4. Recognise the significance of cultural positions, values, norms, and personal experience to ethnocentrism and its unpacking                                                       | 1                   | 1, 4       | 2, 4, 5, 6, 7 |
| 5. Deconstruct received ideas, biases, and cultural assumptions to reconstruct them in more anthropological, intercultural, and transcultural ways                                   | 1, 5, 6             | 1, 4, 5, 6 | 2, 4, 5, 6, 7 |
| 6. See and question the world in a way that they previously did not through the application of selected ideas, issues, concepts, methods, and theories in sociocultural anthropology | 1, 2, 6             | 1, 2, 4, 6 | 2, 4, 5, 6, 7 |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - At present we are not aware of any programs which require this course outside of the Sociology/Anthropology Major and Anthropology Minor and Extended Minor. We will be applying to have this course included in the list of BA “Civic engagement, global citizenship, and pluralism” core competency.
5. Which program areas have been consulted about the change(s)?
  - Sociology and Media & Communication Studies
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 UFV by explicitly asking students to deconstruct Western cultural assumptions as universal and emphasising the importance of giving equal standing to Indigenous cultural ideas and practices. Students will engage not only with Indigenous cultural practices as case studies, they will engage with the colonial history and legacies of anthropology throughout the course. The shift in approach is designed to allow for greater emphasis on understanding and recognising the ways that Western cultural ideas dominate at the expense of other worldviews in a way that is appropriate for first-year students.
  - This class asks students to reflect on their own positionality and culturally situated understandings of the course content through the portfolio assignment (and others). This encourages Indigenous students to draw on their own knowledge systems and experiences in their learning, discussion, and writing for the class. It asks settler students to unpack their assumptions about the world in order to better appreciate and respect Indigenous (and other non-Western) cultural norms and practices.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - This course constantly emphasises the validity of non-Western worldviews, paradigms, practices, norms, and values. It challenges students to widen their understandings of the world so that they value the perspectives of others and challenges the normalisation of Western cultural practices and assumptions.
  - Students are encouraged to reflect on their own culturally situated understandings of the world and to see and question the world differently by recognising that theirs is just one cultural framework amongst many.
  - Students read articles and book chapters from different perspectives alongside textbook case studies from both Western and non-Western cultures. Class discussion and other exercises help students to better understand the readings. The assessment focuses on encouraging students to

partially direct their own learning by making direct connections between the course content and their own life experiences

- Assignments are varied to enable a range of different learning modes. These assignments can be modified to accommodate students with disabilities.
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.
- There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Typical costs for the class are less than \$60. The main cost will be the textbook which at present ranges from \$30 to \$60 depending on the instructor.

**Sociology/Anthropology Major Program Learning Outcomes**

1. Use critical self-reflexivity to question the taken for granted aspects of everyday life from a broad range of perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociology and sociocultural anthropology
3. Demonstrate an understanding of the intricacies of cultural diversity and Indigenous knowledges, of the intricacies of the complex and shifting nature of culture and society, and the provisional status of knowledge, and of their implications for transformative social justice
4. Analyze both interpersonal and large-scale social phenomena, including how these interrelate with one another
5. Evaluate and employ a variety of methodological approaches to ethically examine key issues facing societies around the globe
6. Imagine and advance a social justice through engaged research

**Anthropology Minor and Extended Minor Program Learning Outcomes**

1. Use critical self-reflexivity to question the taken-for-granted aspects of everyday life from holistic, critically culturally relative, and cross-cultural perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociocultural anthropology
3. Demonstrate an appreciation of cultural diversity, Indigenous knowledges, decolonization, the complex and shifting nature of culture, and the provisional status of knowledge
4. Utilize analytical and critical skills to deconstruct cultural assumptions about the world
5. Employ ethnographic approaches, ethics, methods, and sensibilities in examining key issues facing societies around the globe
6. Meaningfully engage in civic and global questions to advance social justice and imagine alternative modes of living and being



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): February 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> ANTH 102                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Culture and Society<br><b>Course Short Title:</b> Culture & Society                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Introduces basic concepts, ideas, and methods in social and cultural anthropology. Explores the features, meanings, and implications of cultural diversity in a range of global settings and examines how cultural frameworks influence thought and behaviour.                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> November 27, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 16, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

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

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

1. Explain the importance of social, cultural, and historical contexts, including differential power dynamics, for understanding cultural diversity.
2. Describe, ethnographically, a cross-cultural range of social, economic, political, and religious practices.
3. Explain some of the multiple perspectives arising in diverse cultural frameworks and paradigms.
4. Recognize the significance of cultural positions, values, norms, and personal experience, to ethnocentrism and its unpacking.
5. Deconstruct received ideas, biases, and cultural assumptions to reconstruct them in more anthropological, intercultural, and transcultural ways.
6. Inquire about the world through an anthropological perspective using selected ideas, concepts, methods, and theories in social and cultural anthropology.

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

|             |     |              |     |            |     |
|-------------|-----|--------------|-----|------------|-----|
| Final exam: | 20% | Assignments: | 30% | Portfolio: | 50% |
|             |     |              | %   |            | %   |

**Details:**

Assignments will vary based on the instructor and may include any of the following: writing worksheets, challenge assignment, kinship paper, field journal.

Portfolio: summary of student's learning in the course and application of and reflection on this learning to their own life and experiences.

Final exam may be either in-person during the final exam period or a take-home exam depending on the instructor's discretion.

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

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

Lectures, class discussion, audio-visual materials, in-class exercises, group work, guest lecturers

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

| Type               | Author or description                                           | Title and publication/access details                                                                                                                                                                  | Year |
|--------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Kenny, M. & Smillie, K.                                         | Stories of Culture and Place: An Introduction to Anthropology                                                                                                                                         | 2014 |
| 2. Other           | Engelke, Matthew                                                | How to Think Like an Anthropologist                                                                                                                                                                   | 2018 |
| 3. OER             | Brown, Nina, Thomas McIlwraith, Laura Tubelle De González, eds. | Perspectives: An Open Invitation to Cultural Anthropology                                                                                                                                             | 2020 |
| 4. Online resource | Simpson, Audra                                                  | "Why White People Love Franz Boas; or, The Grammar of Indigenous Dispossession" (Chapter 7 in Indigenous Visions: Rediscovering the World of Franz Boas, eds. Ned Blackhawk and Isaiah Lorado Wilner) | 2018 |
| 5.                 |                                                                 |                                                                                                                                                                                                       |      |

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

**Course Content and Topics**

- What is culture? What is society?
- The anthropological perspective (e.g., ethnography, holism, cultural relativism)
- "Savagery" and "civilization" (e.g., colonialism, postcoloniality, decolonization, Indigenization)
- Cultural symbols and logics (e.g., language, art, religion, ritual, worldview)
- Origins and relations (e.g., kinship, marriage, family)
- Economics and value (e.g., production, consumption, exchange)
- Power and values (e.g., authority, influence, social stratification, class, caste)
- Nature and culture (e.g., gender, binaries, medicine, environment, science and technology)
- Identity (e.g., race, ethnicity, nation, intersectionality)
- Globalization (e.g., cultural imperialism, cultural hybridity, progress, modernity, development)

## ECON Course Revisions

### Summary of changes to documents presented to UEC, Jan. 30, 2026:

- ECON 101: memo updated; OER option in the BC Open Collection added to resources
- ECON 285: memo reference and course outline learning outcomes have been corrected
- ECON 352: memo updated; learning outcomes corrected to list LO4 as two outcomes
- ECON 490: prerequisites changed to add 60 university-level credits
- Holistic assessment information added to ECON 285, 342, 352, 360, 361, 395, and 410

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### Response to Questions from Claire Hay

Dear Claire,

Thank you for your thoughtful review and constructive feedback. We appreciate the opportunity to clarify the following points.

#### 1. Consultation with School of Business (ECON 100, 101, 349, 410)

ECON 100, 101, 349, 410 – the memo notes that these courses are included in the BBA but that the School of Business has not been consulted about the changes. In the spirit of transparency, I would like to know that Business is aware of and supports these course revisions. Similarly, if some of these courses are required in other programs, consultation should occur.

*We have consulted with the School of Business regarding the proposed revisions. The changes clarify learning outcomes, assessment language, and Indigenization framing; they do not alter core content or credit structure. Business is aware of and supports the revisions. Correspondence can be shared if helpful. Relevant units have also been informed where courses serve other programs.*

#### 2. Assessment and Holistic Assessment

I acknowledge the disciplinary expectations around assessment methods but encourage the department to consider other ways of assessing to support student learning. Including a variety of other assessment activities and reducing the weighting of exam assessment would support students. I also invite you to consider assessment activities that reflect Indigenous teaching and learning principles.

*While exams remain important in economics for evaluating analytical competency, many courses include applied projects, policy briefs, case analyses, and data interpretation assignments. "Holistic assessment" refers to integrative evaluation of conceptual understanding, quantitative reasoning, application, and communication. We will continue to expand assessment approaches, including those aligned with Indigenous teaching and learning principles.*

3. 300-Level Prerequisites

Pre-reqs for 300-level courses that require 45 credits plus ECON 100 and/or 101 – evidence for student success without a 200-level ECON course.

*Students completing ECON 100/101 and 45 credits have historically demonstrated adequate preparation for most 300-level applied courses. Courses requiring stronger analytical foundations retain specific 200-level prerequisites.*

4. ECON 101 – OER

Possible OER available for consideration at BC Open Collection

*We reviewed relevant OER options in the BC Open Collection for potential adoption and added Macroeconomics Theory through Applications by Russell Cooper and A. Andrew John (2012): <https://collection.bccampus.ca/textbook/nqC3pQCz/>.*

5. ECON 199 (100-Level Special Topics)

Can you explain the rationale for having a special topics course at the 100-level as this is unusual? How often is this utilized? How often does it run with different iterations? When was it last offered?

*ECON 199 provides flexibility to pilot emerging or interdisciplinary topics at the introductory level. It is used infrequently and only when pedagogically justified.*

**Course-Specific Clarifications**

ECON 285

Memo refers to LOs from a different course; what does the holistic assessment look like in this course?

*The memo reference and course outline have been corrected. Holistic assessment consists of an applied analysis integrating theory, evidence, and equity considerations.*

ECON 342 & ECON 410

In response to the CWC comment around Indigenization in ECON 343 (LO4) and ECON 410 (LO6). I am not sure that I see an explicit connection between ‘sustainability’ and ‘Indigenous economics’. On talking with Leanne, we question the response that the term ‘sustainability’ equals Indigenous economics. We would be happy to work with you on a suitable learning outcome. What is holistic assessment in these courses?

*We agree that sustainability should not be equated with Indigenous economics. The relevant learning outcomes will be revised to more explicitly reference Indigenous economic perspectives,*

*and we welcome collaboration on appropriate language. Holistic assessment consists of integrative applied policy analysis.*

ECON 352

LO4 – wonder if it should be 2 LOs? What is the holistic assessment in this course?

*Yes, there should be two LOs here bringing the total to seven LOs. We tried to change this in share point but it doesn't allow us to. We can ask Amanda to change this for us. Holistic assessment can include country analysis and reflections about economic development in a podcast or video format.*

ECON 360

LO2 – capitalize 'Indigenous'; What is holistic assessment in this course?

*"Indigenous" has been capitalized. Holistic assessment includes applied evaluation of Indigenous economic development case studies.*

ECON 361 & ECON 395

What is holistic assessment in this course? Opportunity to include an LO related to reflection of personal economic behaviour that could be assessed holistically.

*Holistic assessment includes research and synthesis assignments. We appreciate the suggestion regarding reflective elements in ECON 395 and will consider strengthening this component.*

ECON 490

Pre-reqs – would specifying a number of credits required (60 university credits plus ECON 101) convey to students that this is an advanced course and that seeking permission before then would be premature? Also is there a 200- or 300- level course that would support students in 490?

*Specifying "60 university credits plus ECON 101 and 307" better signals the advanced level of the course, and this language has been revised accordingly.*

Thank you again for your careful review and collegial engagement. We are happy to discuss further at UEC.

Warm regards,  
Bosu Seo  
Department Head

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 100**

*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:

- **Six-year review:** As part of the six-year review, this course's calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV's commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of microeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV's broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in microeconomic theory, data, and analysis.

- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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 \(ILOs\)](#):

| <b>Course Learning Outcomes</b>                                                                                                                                                                      | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                    | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Articulate the causes and consequences of market failure, with a focus on how market failures disproportionately affect marginalized and Indigenous communities.                                     | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion                                          |
| Evaluate the welfare implications of government interventions focusing on how policies impact both marginalized groups and Indigenous peoples, and how interventions can promote equitable outcomes. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO6: Contribute Locally and Globally<br>ILO8: Engage in Reflection for Action                                                        |
| Compare market outcomes under perfect competition and monopoly with emphasis on effects on consumer welfare and marginalized groups.                                                                 | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

NOT APPLICABLE

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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *“Articulate the causes and consequences of market failure, with a focus on how market failures disproportionately affect marginalized and Indigenous communities.”*. *“Evaluate the welfare implications of government interventions focusing on how policies impact both marginalized groups and Indigenous peoples, and how interventions can promote equitable outcomes”* and *“Compare market outcomes under perfect competition and monopoly with emphasis on effects on consumer welfare and marginalized groups.”* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies and market structures on Indigenous communities.

By integrating Indigenous perspectives, we foster a more inclusive and comprehensive understanding of microeconomic concepts, recognizing diverse economic systems, historical contexts, and individual decision making. Below are examples of topics in this course where an instructor may weave Indigenous perspectives:

- Market Failure and Externalities
  - Discuss how market failure may affect indigenous population differently. Propose potential policy interventions to alleviate the problem.
- Public goods
  - Examine the disproportionate impact of public good provision on Indigenous populations in Canada, citing data from Statistics Canada or Indigenous organizations.
- Market structure
  - Analyze how different market structures impact Indigenous communities differently, especially those reliant on resource-based industries.

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

#### **Topic Selection**

Integrating EDI principles into Principles of Microeconomics provides students with a more comprehensive understanding of how market structures impact different social groups. By recognizing systemic inequalities and diverse economic experiences, students can critically assess policy interventions due to market failure and contribute to more inclusive economic solutions.

Below are examples of topics in this course where an instructor may introduce EDI principles:

- Market Failure and Externalities
  - Discuss how market failure may affect indigenous population differently. Propose potential policy interventions to alleviate the problem.
- Public goods
  - Examine the disproportionate impact of public good provision on Indigenous populations in Canada, citing data from Statistics Canada or Indigenous organizations.
- Market structure
  - Analyze how different market structures impact Indigenous communities differently, especially those reliant on resource-based industries.

**Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

**Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

NOT APPLICABLE

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

Textbook: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Principles of Microeconomics<br><b>Course Short Title:</b> Principles of Microeconomics                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a wide range of microeconomic concepts related to markets and market behavior, with a focus on how the price mechanism allocates resources. Students develop a depth of knowledge in topics including demand and supply analysis, consumer theory, production and costs, market structure, market efficiency, and market failure. These concepts are applied to a variety of contemporary issues, considering both traditional economic models and alternative perspectives. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>ECON 201</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>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</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 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Explain how the market system operates and its limitations.
2. Explain economic rationality of individual decisions made by producers and consumers.
3. Analyze business behaviors and strategies under various market structures.
4. Apply the reasoning of basic economic models and analytical tools to the studies and discussions about markets of goods and services as well as factors of production.
5. Describe how basic economic models and tools are used to understand markets for goods, services, and factors of production.
6. Identify the main causes and consequences of market failure, and analyze their impacts on Indigenous communities and traditional economies in Canada.
7. Discuss market outcomes and economic policy issues in relation to Indigenous communities and traditional economies in Canada.

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

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

**Details:**

Final exam assesses LO 1, LO 2, LO 3, LO 5, LO 6; assignments assess LO 4, LO 5, LO 6; quizzes/tests assess LO 1, LO 2, LO 3.

**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/seminar format with student participation, problem-solving and discussion of current microeconomic issues.

**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 | Mankiw, Kneebone, McKenzie, Rowe         | Principles of Microeconomics, Canadian 9th Edition | 2024 |
| 2. Textbook | Hubbard, O'Brien, Serletis, Childs       | Microeconomics, Canadian 4th Edition - Pearson     | 2024 |
| 3. Textbook | McConnell, Brue, Flynn, Barbero          | Microeconomics, Canadian Edition – McGraw Hill     | 2024 |
| 4. Textbook | Ragan                                    | Microeconomics, 17 <sup>th</sup> edition           | 2022 |
| 5. Textbook | Milligan, Oreopoulos, Stevenson, Wolfers | Principles of Microeconomics Canadian Edition      | 2023 |

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

**Course Content and Topics**

- Economics: foundations and models
- Trade-offs and trade
- Supply and demand
- Markets and welfare
- Externalities
- Elasticity
- Consumer choice
- Production and its costs
- Competitive firms
- Monopolistic competition and monopoly
- Oligopoly
- Labor and wages

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 101**

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

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

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

**2. Rationale for change:**

- **Six-year review:** As part of the six-year review, this course's calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV's commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of macroeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV's broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in macroeconomic theory, data, and analysis.

- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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

| <b>Course Learning Outcomes</b>                                                                     | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                    | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calculate and interpret economic aggregates                                                         | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                          |
| Distinguish between real and nominal values for variables such as output, prices and interest rates | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                          |
| Examine determinants of long-term economic growth                                                   | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                             |
| Describe how the financial market determines levels of savings and investment                       | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                          |
| Explain the role of money in the economy, including Indigenous perspectives on exchange.            | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally |

|                                                                                                                            |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            |                                                                                                                                                                                                                                                | ILO7: Advocate for Equity, Diversity, and Inclusion                                                                                                                                                                                                                                 |
| Discuss the factors that lead to economic fluctuations and business cycles                                                 | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication                                                     | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO8: Engage in Reflection for Action                                                                                                          |
| Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

**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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as “*Evaluate the effects of monetary and fiscal policies, considering how*

*such policies affect diverse communities differently” and “Explain the role of money in the economy, including Indigenous perspectives on exchange,”* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies on Indigenous communities.

By integrating Indigenous perspectives, we foster a more inclusive and comprehensive understanding of macroeconomic concepts, recognizing diverse economic systems, historical contexts, and the role of self-governance in economic development. Below are examples of topics in this course where an instructor may weave Indigenous perspectives:

- The Measurement of National Income
  - Discuss how GDP may not fully capture economic well-being in Indigenous communities, where traditional economic activities (e.g., subsistence fishing, hunting, and bartering) are significant but often unaccounted for. Introduce Indigenous concepts of wealth, such as community well-being, land stewardship, and sustainability, which may differ from conventional GDP-based measures.
- Unemployment and Inflation
  - Examine the disproportionate impact of unemployment on Indigenous populations in Canada, citing data from Statistics Canada or Indigenous organizations.
- Long-run Economic Growth
  - Introduce Indigenous perspectives on sustainable economic growth, focusing on long-term environmental and cultural sustainability rather than just increasing output. Discuss the role of Indigenous self-governance in fostering long-term economic growth.
- Short-run Aggregates and Business Cycles
  - Analyze how economic fluctuations impact Indigenous communities differently, especially those reliant on resource-based industries.
- Aggregate Demand and Aggregate Supply
  - Discuss the impact of government spending on Indigenous economic development (e.g., funding for infrastructure, housing, and education in Indigenous communities).
- Money, Banks, and the Bank of Canada
  - Explore historical Indigenous trade networks and forms of money. Discuss Indigenous access to banking services and financial inclusion challenges, including the role of Indigenous credit unions and lending institutions.
- Monetary Policy
  - Discuss how monetary policy decisions by the Bank of Canada can have uneven effects on Indigenous communities.
- Fiscal Policy
  - Analyze the role of government transfers and spending in Indigenous economic development (e.g., federal funding for Indigenous programs, revenue-sharing agreements). Discuss Indigenous perspectives on taxation, including self-governance and tax agreements between Indigenous governments and the federal/provincial governments.
- Open-Economy Macroeconomics

- Discuss land rights and resource ownership in the context of globalization, foreign investment, and trade agreements affecting Indigenous lands.

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

**Topic Selection**

Integrating EDI principles into Principles of Macroeconomics provides students with a more comprehensive understanding of how economic policies impact different social groups, ensuring a nuanced analysis beyond aggregate measures. By recognizing systemic inequalities and diverse economic experiences, students can critically assess policy effectiveness and contribute to more inclusive economic solutions. Below are examples of topics in this course where an instructor may introduce EDI principles:

- The Measurement of National Income
  - Discuss how GDP and other national income measures fail to account for unpaid labor (e.g., caregiving, volunteer work), which disproportionately affects women and marginalized groups. Introduce alternative well-being measures which consider income distribution and social factors.
- Unemployment and Inflation
  - Highlight how unemployment affects different demographic groups unequally (e.g., higher unemployment rates among women, racialized groups, and persons with disabilities).
- Long-run Economic Growth
  - Explore the link between inclusive growth and economic prosperity, emphasizing how investments in education, healthcare, and infrastructure improve opportunities for underrepresented groups.
- Short-run Aggregates and Business Cycles
  - Examine how economic recessions disproportionately impact marginalized groups (e.g., women and racialized workers often experience greater job losses in downturns).
- Aggregate Demand and Aggregate Supply
  - Analyze how income inequality affects aggregate demand by limiting the purchasing power of lower-income groups.
- Money, Banks, and the Bank of Canada
  - Explore barriers to financial inclusion, such as lack of access to banking services for low-income and rural communities. Discuss initiatives like microfinance, ethical banking, and programs that support women and racialized entrepreneurs.
- Monetary Policy
  - Discuss how monetary policy affects different groups differently (e.g., rising interest rates disproportionately burden low-income households with debt). Examine whether central banks should explicitly consider inequality when making policy decisions.
- Fiscal Policy

- Analyze how government spending on education, healthcare, and social programs contributes to reducing inequality.
- Open-Economy Macroeconomics
  - Discuss how globalization has affected marginalized communities, including labor exploitation and job losses due to outsourcing. Examine fair trade policies and ethical sourcing initiatives that promote equity in international trade.

**Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

**Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

Not applicable.

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

Textbook: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 101                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Principles of Macroeconomics<br><b>Course Short Title:</b> Principles of Macroeconomics                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Introduces students to economy-wide issues through an inclusive lens. Students explore standard theoretical frameworks and use basic analytical tools to examine the current macroeconomic landscape, critically assess public policies, and evaluate their effects on promoting long-term economic growth, full employment, and price stability.                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>ECON 202</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>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>Tutorials/workshops</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 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 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. Calculate and interpret economic aggregates.
2. Distinguish between real and nominal values for variables such as output, prices and interest rates.
3. Examine determinants of long-term economic growth.
4. Describe how the financial market determines levels of savings and investment.
5. Explain the role of money in the economy, including Indigenous perspectives on exchange.
6. Discuss the factors that lead to economic fluctuations and business cycles.
7. Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently.

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

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

**Details:**

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

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

Lecture/seminar format with student participation, problem-solving and discussion of current macroeconomic issues.

**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 | Milligan, Oreopoulos, Stevenson, Wolfers | Principles of Microeconomics 1st Canadian Edition - Macmillan                                                                                                   | 2023 |
| 2. Textbook | Ragan                                    | Microeconomics, 17th Canadian edition - Pearson                                                                                                                 | 2023 |
| 3. Textbook | Mankiw, Kneebone, McKenzie               | Principles of Macroeconomics, 9th Canadian Edition - Cengage                                                                                                    | 2023 |
| 4. Textbook | Hubbard, O'Brien, Serletis, Childs       | Macroeconomics, 4th Canadian Edition - Pearson                                                                                                                  | 2024 |
| 5. OER book | Cooper and John                          | Macroeconomics Theory Through Applications<br><a href="https://collection.bccampus.ca/textbook/nqC3pQCz/">https://collection.bccampus.ca/textbook/nqC3pQCz/</a> | 2012 |

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

**Course Content and Topics**

- What macroeconomics is all about
- The measurement of national income
- Unemployment and inflation
- Long-run economic growth
- Short-run aggregates and business cycles
- Aggregate demand and aggregate supply
- Money, banks, and the Bank of Canada
- Monetary policy
- Fiscal policy
- Open-economy macroeconomics

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 199**

*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: Text and resource materials

**2. Rationale for change:**

- **Six-year review:** As part of the six-year review, this course's learning outcomes and text and resource material have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Learning outcomes:** The revision is aligned with UFV's broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The modification to the "Texts and Resource Materials" section reflects the flexible nature of a special topics course, which can vary based on the expertise and instructional approach of different faculty members. Instead of prescribing a fixed list of textbooks, the revision allows instructors to select materials that best align with their specific course content while ensuring that the course remains consistent with the Department of Economics' criteria for a 100-level course.

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

| <b>Course Learning Outcomes</b>                                                         | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                                                                        | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critically examine the empirical facts pertaining to the topic.                         | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action |
| Apply economic analysis and methodology to explain empirical patterns and regularities. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively                                                                                                                                                                                            |
| Make predictions based on historical data using economic analysis and methodology.      | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                                                                                                                                                           |
| Assess the efficacy of these explanations and predictions.                              | PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                                                                                                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                                                                                        |
| Analyze the topic through the lenses of race, gender, and class.                        | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action                                                                                                                          |

|                                                      |                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply Indigenous approaches to understand the topic. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively Indigenous Knowledge Systems<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

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

Instructors will be informed that there is an expectation that all ECON courses should include material relevant to and reflective of UFV's commitment to Indigenization. Different topics courses will approach Indigenization in different ways. In some classes the material studied will be directly related to economic issues faced by Indigenous Peoples. In other classes, while the course material will not necessarily cover Indigenous issues, class assignments and teaching methods still will reflect Indigenous ways of learning, such as the importance of oral knowledge transmission through discussion and reflection.

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

This course allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges. The course is offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

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

Not applicable.

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

Costs will vary by instructor.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 199                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Selected Topics in Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Selected Topics in Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides students with an opportunity to investigate a range of topics through application of economic methodologies and analyses. The course will describe, analyze, and account for empirical regularities and phenomena pertaining to various contemporary social, environmental, and economic issues.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Yes</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>Infrequent</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</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 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                            |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Critically examine the empirical facts pertaining to the topic.
2. Apply economic analysis and methodology to explain empirical patterns and regularities.
3. Make predictions based on historical data using economic analysis and methodology.
4. Assess the efficacy of these explanations and predictions.
5. Analyze the topic through the lenses of race, gender, and class.
6. Apply Indigenous approaches to understand the topic.

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

|                |     |                |     |          |     |
|----------------|-----|----------------|-----|----------|-----|
| Final exam:    | 20% | Assignments:   | 20% | Project: | 20% |
| Quizzes/tests: | 20% | Quizzes/tests: | 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.)*

Lecture/seminar format with student participation, problem solving, and discussion of selected topics.

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

| Type     | Author or description                                                                                                                                                                                                                                           | Title and publication/access details | Year |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Other | Will vary with the instructor but will be consistent with the Economics department criteria for a 100-level course. Instructors will also be encouraged to draw from diverse traditions of scholarships, and especially Indigenous knowledge, when appropriate. |                                      |      |
| 2.       |                                                                                                                                                                                                                                                                 |                                      | 2014 |
| 3.       |                                                                                                                                                                                                                                                                 |                                      | 1990 |
| 4.       |                                                                                                                                                                                                                                                                 |                                      | 2008 |
| 5.       |                                                                                                                                                                                                                                                                 |                                      | 2011 |
| 6.       |                                                                                                                                                                                                                                                                 |                                      | 2001 |

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

**Course Content and Topics**

Example for *The World Economy*:

- Analysis of post WW2 economic policies
- Growth of income and wealth inequality
- Theories of development and growth
- Measures of social welfare
- The impact of globalization
- The housing market and other causes of the great recession
- Policy, economics, and the environment

## Memo for Course Changes

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 207 – Introduction to Game Theory and Strategic Thinking**

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

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

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

2. Rationale for change:

Minor changes to the overall course outline are included as part of the 6-year review. These include the addition of a learning outcome that introduces aspects of *indigenous economics* to the analysis of equilibrium outcomes studied through other learning outcomes. Textbook resources have been updated and now include an additional resource particularly relevant for in-class student participation in the application of game theory.

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 \(ILOs\)](#):

Two aspects of *indigenous economics* are directly applicable to the course. In particular, the examination of indigenous values of reciprocity, redistribution, and sustainability. Additionally, the emphasis on a holistic approach in indigenous economics can be implemented alongside other course learning outcomes. Specifically, the consideration of economic predictions and outcomes in the context of social, cultural and environmental concerns. The new learning outcome aligns directly with UFV ILO5 ("Engage with Indigenous Knowledge Systems"). Additionally, consideration of economic game theory in this context also allows for considerations that align with UFV ILO7 ("Advocate for Equity, Diversity, and Inclusion).

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

N/A

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

N/A

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

In addition to the direct inclusion of two foundational aspects of *indigenous economics* through the added learning outcome, delivery of the curriculum in this course emphasizes direct participation in strategic games in isolation and with other students (depending on the nature of the interaction being studied). This engagement encourages students to examine their own unique approach to strategic interaction which may be influenced by their own personal backgrounds and knowledge systems.

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

Various forms of assessment are implemented in the course. These include standard in-person assessment. However, direct student participation and interaction with applied games of strategy is also a key pedagogical feature of the course. In this regard, the course explicitly incentivizes experiential learning. With the inclusion of the new learning outcome, the application of game theory to considerations of equity and diversity are explicitly included as an emphasis in the course. Specifically, how design of interaction can affect the equity associated with strategic outcomes and how self-referential systems can develop in instances of repeated interaction.

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

N/A

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

\$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version: 26/01/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 207                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Game Theory and Strategic Thinking                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Game Theory & Strateg Thinking                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Considers the methodology and analytical tools used to study decision making in situations characterized by strategic interaction., Students participate in in-class teaching games to help translate theory into practice.                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | ECON 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 27, 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. Classify games in terms of their key characteristics and constraints.
2. Illustrate simultaneous move games using the normal form representation.
3. Illustrate sequential move games using the extensive form representation.
4. Use various equilibria concepts, such as Nash equilibrium and sub-game perfect Nash equilibrium, to solve simultaneous and sequential move games in pure strategies.
5. Use the concept of mixed-strategy Nash equilibria to solve games of complete information.
6. Detail how trigger-strategies can support superior outcomes in repeated, simultaneous move games.
7. Solve games of incomplete information using appropriate economic models.
8. Contrast equilibrium outcomes to values of reciprocity, redistribution, sustainability, and in the context of social, cultural, and environmental concerns.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 30% | Assignments: | 20% | % |
| Quizzes/tests: | 30% | Project:     | 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.)*

Lecture/seminar format with in-class participation in teaching games, problem-solving and discussion.

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

| Type        | Author or description | Title and publication/access details                           | Year |
|-------------|-----------------------|----------------------------------------------------------------|------|
| 1. Textbook | Osborne               | An Introduction to Game Theory. Oxford                         | 2009 |
| 2. Textbook | Gibbons               | Game Theory for Applied Economists. Princeton University Press | 1992 |
| 3. Textbook | Dixit, Skeath, Reily  | Games of Strategy, 6th Edition. Norton                         | 2025 |
| 4. Textbook | Tadelis               | Game Theory: An Introduction. Princeton University Press       | 2013 |
| 5. Textbook | Ferreira              | Game Theory: An Applied Introduction                           | 2020 |

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

**Course Content and Topics**

- What is game theory?
- Basic theory: normal-form representation of games
- Dominant strategies and dominant strategy equilibria
- Iterated elimination of strictly/weakly dominated strategies
- Motivation and definition of Nash equilibrium
- Mixed strategies
- Existence of Nash equilibrium
- Infinitely repeated simultaneous move games and trigger strategies
- Basic theory: extensive-form representation of sequential games
- Backward induction and sub-game perfect Nash equilibrium
- Sequential games of complete but imperfect information
- Static games of incomplete information: normal form representation of Bayesian games
- Definition of Bayesian equilibrium

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 285 The Economics of Sports**

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

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

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

**2. Rationale for change:**

- **Six-year review:** As part of the six-year review, this course’s calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Calendar description:** This revision ensures the course reflects contemporary societal challenges in sports economics, particularly regarding economic inequalities, labor market disparities, and the financial impact on Indigenous and underrepresented communities. It also strengthens the real-world applicability of the course by linking economic theories to practical issues faced by sports organizations and policymakers.
- **Learning outcomes:** The revised Learning Outcomes enhance critical thinking, ethical decision-making, and practical application while integrating UFV’s commitment to EDI, Indigenization, and quality curriculum. The changes ensure students graduate with relevant, socially conscious, and industry-ready analytical skills.

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

The revisions to the learning outcomes in Econ 285, while not substantial, have been made to align with the University of the Fraser Valley’s Institutional Learning Outcomes (ILOs). The updated learning outcomes emphasize ethical decision-making, critical analysis of professional sports industry, and the integration of Indigenous perspectives into the discipline. Students will gain not only technical economic expertise but also a socially responsible and ethically aware perspective, making them more well-rounded graduates equipped for diverse career and academic pathways.

| <b>Course Learning Outcomes</b>                                                                                                       | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                    | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain core concepts from industrial organization, labour economics, and public finance as they apply to professional sports markets | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                 |
| Analyze competitive balance, labour markets, franchise decisions, and stadium finance using economic models and evidence              | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                 |
| Evaluate the economic and social impacts of sports organizations and public funding decisions on diverse and Indigenous communities   | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion |
| Apply ethical reasoning to issues such as wage disparities, commercialization, and franchise relocation in sport                      | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO8: Engage in Reflection for Action                                                                                                          |
| Communicate economic analysis and policy recommendations clearly and persuasively to academic and non-                                | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant                                                                | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively                                                                                                                                                   |

|                                             |                                                                                                                    |                                                                                              |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| academic audiences using inclusive language | Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

**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 ECON 285 – The Economics of Sport contributes to Indigenizing Our Academy in several key ways, ensuring that Indigenous perspectives, histories, and economic realities are integrated into the learning experience. Below are explicit examples of how assignment design and topic selection support this goal:

**1. Topic Selection & Curriculum Content**

- Indigenous Sport Development & Economic Impact
  - A dedicated module on Indigenous participation in sports, including economic opportunities and challenges faced by Indigenous athletes and organizations.
  - Case studies on the economic contributions of Indigenous-led sporting events (e.g., the North American Indigenous Games, Arctic Winter Games).
  - Discussions on barriers to participation, such as funding disparities and systemic exclusion in professional and amateur sports.
- Public Finance & Indigenous Communities
  - Examines how public funding models for sports infrastructure impact Indigenous communities, particularly regarding land use, revenue sharing, and economic sustainability.
  - Analyzes cases of sports teams using Indigenous land/resources and the economic justice issues surrounding them.
- Indigenous Governance & Economic Self-Determination in Sport
  - Explores how Indigenous communities use sport as a tool for economic and social development (e.g., Indigenous-owned sports franchises, tourism, and event hosting).
  - Case studies of Indigenous-led sports organizations and their financial models.

## 2. Assignment Design & Learning Activities

- Economic Impact Analysis of Indigenous Sports Events
  - Students research an Indigenous sports event (e.g., NAIG, Arctic Winter Games) and analyze its economic impact on local and Indigenous economies.
  - Encourages engagement with Indigenous perspectives on economic development and sovereignty.
- Policy Brief: Equity & Inclusion in Sports Economics
  - Students draft a policy brief addressing economic barriers faced by Indigenous athletes and communities.
  - They must incorporate Indigenous economic perspectives and consult Indigenous scholarship.
- Community-Based Learning & Guest Speakers
  - Inviting Indigenous leaders, athletes, or economists to share firsthand experiences on sports economics and self-determination.
  - Assignments that encourage students to engage with Indigenous organizations or sports initiatives.

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

Econ 285 incorporates equity, diversity, and inclusion by integrating economic studies in sports that impact marginalized communities, including wage gaps, accessibility, and discrimination. Assignments encourage students to analyze the financial and social impacts of sports franchises, events, and facilities on local and Indigenous communities. This approach ensures students engage with ethical economic practices and understand the economics of sports industry in a broader, more inclusive context.

### **Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

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

Not applicable.

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

Textbook: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version: 26/01/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 285                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> The Economics of Sport<br><b>Course Short Title:</b> The Economics of Sport                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Develops fundamental economic concepts pertaining to industrial organization, labour, and public finance in the professional sports industry. Economic models are examined in terms of their ability to capture accurately the characteristics of this industry. Emphasizing EDI, Indigenization, and ethical decision-making, students analyze competitive balance, franchise economics, and socioeconomic impacts on marginalized communities through critical thinking and real-world applications. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ECON 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department approval</b> <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Explain core concepts from industrial organization, labour economics, and public finance as they apply to professional sports markets.
2. Analyze competitive balance, labour markets, franchise decisions, and stadium finance using economic models and evidence.
3. Evaluate the economic and social impacts of sports organizations and public funding decisions on diverse and Indigenous communities.
4. Apply ethical reasoning to issues such as wage disparities, commercialization, and franchise relocation in sport.
5. Communicate economic analysis and policy recommendations clearly and persuasively to academic and non-academic audiences using inclusive language.

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

|                |     |                      |     |  |   |
|----------------|-----|----------------------|-----|--|---|
| Final exam:    | 30% | Assignments:         | 20% |  | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% |  | % |

**Details:**

Holistic assessment consists of an applied analysis integrating theory, evidence, and equity considerations.

**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 will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will 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 | Leeds/ Allmen         | The Economics of Sports, 7th Edition. Pearson | 2023 |
| 2. Textbook | Berri                 | Sports Economics, 1st Edition. Macmillan      | 2018 |
| 3.          |                       |                                               |      |
| 4.          |                       |                                               |      |
| 5.          |                       |                                               |      |

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

**Course Content and Topics**

**Unit 1: Introduction to Sports Economics**

- Overview of the sports industry and its economic significance
- Role of sports in society, culture, and Indigenous communities
- Framing the course: how EDI and Indigenization apply in sports economics

**Unit 2: Demand and Supply in Sports**

- Ticket pricing and demand determinants
- Broadcasting rights and digital platforms
- Access to sports: barriers for marginalized and low-income communities

**Unit 3: Market Structures and Competitive Balance**

- Monopoly and oligopoly in professional leagues
- Tools to measure competitive balance
- Salary caps, revenue sharing, and luxury taxes
- Ethical issues: equity between large and small market teams

**Unit 4: Labour Markets in Sports**

- Free agency, player mobility, and contracts
- Wage determination and superstar effects
- Unions and collective bargaining agreements
- Case study: gender wage gaps in sports (EDI focus)

**Unit 5: Public Finance and Stadium Economics**

- Public vs. private funding for arenas and stadiums

- Cost-benefit analysis of stadium subsidies
- Community impacts, displacement, and gentrification
- Ethical decision-making: who really benefits?

**Unit 6: Franchise Economics**

- Team location, relocation, and expansion decisions
- Franchise valuation and ownership structures
- Case study: Indigenous ownership and representation in sports teams

**Unit 7: Globalization of Sports**

- International player markets and transfers
- Global media rights and commercialization
- Issues of exploitation in developing countries (EDI focus)

**Unit 8: Sports and Social Issues**

- Sports as a tool for social mobility
- Representation of women, Indigenous athletes, and racialized communities
- Discrimination, racism, and access to participation
- Indigenization focus: integrating Indigenous games and knowledge systems into contemporary sports economics

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 307**

*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:

- **Six-year review:** As part of the six-year review, this course’s calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV’s commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of macroeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV’s broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in macroeconomic theory, data, and analysis.

- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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                                                                                                                                                                             | Program Learning Outcomes (PLOs)                                                                                                                                                           | Institutional Learning Outcomes (ILOs)                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify and categorize markets by their structure; Identify how different market structures affect economic opportunities for small businesses, cooperatives, and Indigenous enterprises.           | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO8: Engage in Reflection for Action                  |
| Examine the impacts of monopolies on equity, access to essential goods, and Indigenous economic sovereignty.                                                                                         | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO6: Contribute Locally and Globally                  |
| Use game theory to model strategic decision-making focusing on examples that reflect the challenges and opportunities for Indigenous and marginalized entrepreneurs.                                 | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO5: Engage with Indigenous Knowledge Systems                                          |
| Discuss the role of information in markets, highlighting how unequal access to information affects marginalized groups and exploring the role of traditional Indigenous knowledge in decision-making | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
Many of our courses are required by other programs such as Bachelor in Business

Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

NOT APPLICABLE

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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *"Identify and categorize markets by their structure; Identify how different market structures affect economic opportunities for small businesses, cooperatives, and Indigenous enterprises"* and *"Examine the impacts of monopolies on equity, access to essential goods, and Indigenous economic sovereignty."* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies and market structures on Indigenous communities.

By integrating Indigenous perspectives, we foster a more inclusive and comprehensive understanding of microeconomic concepts, recognizing diverse economic systems, historical contexts, and individual decision making. Below are examples of topics in this course where an instructor may weave Indigenous perspectives:

- Market structure
    - Analyze how different market structures impact Indigenous communities differently, especially those reliant on resource-based industries.
  - Monopolies
    - Examine how natural monopolies affect different regions and marginalized populations differently.
  - Game theory
    - Discuss the strategic challenges and opportunities of small businesses and marginalized population.
  - Information
    - Analyze how information asymmetry may affect the indigenous population differently and its implications.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

### **Topic Selection**

Integrating EDI principles into Managerial Economics provides students with a more comprehensive understanding of how economic structures impact different social groups. By recognizing systemic inequalities and diverse economic experiences, students can critically assess the effectiveness of

economic structures and contribute to more inclusive economic solutions. Below are examples of topics in this course where an instructor may introduce EDI principles:

- Market structure
  - Analyze how different market structures impact Indigenous communities differently, especially those reliant on resource-based industries.
- Monopolies
  - Examine how natural monopolies affect different regions and marginalized populations differently.
- Game theory
  - Discuss the strategic challenges and opportunities of small businesses and marginalized population.
- Information
  - Analyze how information asymmetry may affect the indigenous population differently and its implications.

### **Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

### **Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

### **Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

NOT APPLICABLE

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook cost: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 307                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Managerial Economics<br><b>Course Short Title:</b> Managerial Economics                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Applies intermediate microeconomic analysis to business and economic decision-making. Topics include consumer demand, production and costs, market structures, pricing strategies, and game theory. The course examines how economic models inform real-world business dynamics while incorporating Indigenous perspectives and case studies to explore how market structures can promote or hinder equity, inclusion, and diverse participation. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits, including ECON 100, and one of MATH 111 or MATH 141.                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <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>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 27, 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 models of consumer choice under certainty and uncertainty.
2. Analyze costs of production and supply.
3. Identify how different market structures affect economic opportunities for small businesses, cooperatives, and Indigenous enterprises.
4. Determine appropriate pricing and output strategies for various market structures.
5. Examine the impacts of monopolies on equity, access to essential goods, and Indigenous economic sovereignty.
6. Use game theory to model strategic decision-making focusing on examples that reflect the challenges and opportunities for Indigenous and marginalized entrepreneurs.
7. Discuss the role of information in markets, highlighting how unequal access to information affects marginalized groups and exploring the role of traditional Indigenous knowledge in decision-making.
8. Apply economic analysis to problems in business.

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

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

**Details:**

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

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

Lectures will develop theories and apply them to problems in economics and business. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it are 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 | Baye                  | Managerial Economics and Business Strategy, 10th Edition. McGraw-Hill | 2021 |
| 2. Textbook | Perloff, Brander      | Managerial Economics and Strategy, 4 <sup>th</sup> Edition. Pearson   | 2025 |
| 3. Textbook | Thomas                | Managerial Economics, 14 <sup>th</sup> Edition, Pearson               | 2024 |
| 4.          |                       |                                                                       |      |
| 5.          |                       |                                                                       |      |

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

**Course Content and Topics**

- The theory of individual consumer behaviour
- Applications of indifference curve analysis
- The relationship between indifference curve analysis, demand curves, and elasticity
- Production and costs
- Introduction to market structures
- Perfect competition
- Monopoly
- Pricing with market power
- Bertrand competition, capacity constrained competition, and Cournot competition
- Product differentiation and advertising
- Introduction to game theory
- Repeated games
- Collusion
- Multistage games
- The role of information and informational problems in markets
- Externalities and public goods

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 341**

*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: Text and resource materials

**2. Rationale for change:**

- **Six-year review:** As part of the six-year review, this course’s calendar description, learning outcomes, text and resource material, and delivery methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Calendar description:** The revision of the calendar description reflects a broader and more inclusive approach to international trade by incorporating equity, diversity, and inclusion (EDI) principles and Indigenization. The updated description ensures that students engage with diverse perspectives on trade, including its effects on Indigenous economies, labor markets, and environmental sustainability.
- **Learning outcomes:** The updated learning outcomes explicitly recognize how trade policies, globalization, and economic models affect different communities, including Indigenous groups, marginalized populations, and developing economies. This aligns with UFV’s commitment to Indigenization and decolonization of the curriculum. The revised outcomes ensure that students not only engage with economic theories and models but also apply them to real-world trade issues, including wage inequality, foreign direct investment, and sustainability. This provides students with practical skills that are relevant for policy analysis, global trade negotiations, and economic development.

- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in macroeconomic theory, data, and analysis.
- **Modes of delivery:** The course offers in-person, asynchronous online, and hybrid (hyflex) delivery modes to accommodate diverse student needs and life circumstances.

**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                                                                                                                               | Program Learning Outcomes (PLOs)                                                                                                                                                                                                               | Institutional Learning Outcomes (ILOs)                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain the concepts of comparative advantage and gains from trade, considering their historical and contemporary implications for different economies | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion |
| Describe patterns and forces of international trade, including the impact of colonization and global inequalities                                      | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion |
| Solve problems using various models of international trade                                                                                             | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO5: Acquisition of Independent Learning Skills                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO8: Engage in Reflection for Action                                                                                                          |
| Use economic models to examine key issues in international trade                                                                                       | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally                          |

|                                                                                                                                                                           |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                           |                                                                                                                                                                                                                                                | ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action                                                                                                                                                                                                                                 |
| Assess the validity of theoretical models of international trade through empirical evidence.                                                                              | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO8: Engage in Reflection for Action                                                                                                                                                                                    |
| Evaluate the welfare effects of foreign direct investment and multinational corporations including labor rights, Indigenous land use, and environmental sustainability    | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action |
| Analyze a variety of international trade issues such as the links between trade and wage inequality and the effects of trade policy, using general equilibrium techniques | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

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

By weaving Indigenization principles into the following topics in International Trade, the course emphasizes a more holistic view of international trade that recognizes the importance of cultural, social, and environmental dimensions in shaping trade outcomes. Here are specific examples:

- An Empirical Overview of World Trade
  - Examine the historical context of colonial trade practices and how these have shaped current global trade dynamics, with particular attention to the marginalization of Indigenous economies in global trade systems.
- Labour Productivity and Comparative Advantage: The Ricardian Model
  - Explore the limitations of the Ricardian model by discussing how Indigenous labor and resources are undervalued or excluded in traditional economic models of productivity.
- Specific Factors and Income Distribution
  - Discuss the effects of trade policies on Indigenous communities and how income distribution in resource-dependent regions (e.g., Indigenous territories) is influenced by global trade practices.
- Resources and Trade: The Heckscher-Ohlin Model
  - Critique the Heckscher-Ohlin model by considering how Indigenous communities' natural resources are exploited and traded in ways that often harm social equity and environmental sustainability.
- Resources and Trade: The Factor-Proportions Model
  - Explore the trade-offs between capital-intensive industries and Indigenous subsistence economies, addressing how policies can better balance these with sustainable development goals.
- The Standard Trade Model
  - Integrate an analysis of how Indigenous economies operate outside traditional market paradigms and the role that informal economies play in international trade.
- External Economies of Scale and the International Location of Production
  - Discuss how external economies of scale can negatively impact Indigenous communities, particularly when global companies outsource production to areas where labor is cheaper and environmental regulations are lax.
- Firms in the Global Economy: Export Decisions, Outsourcing, and Multinational Enterprise
  - Investigate the role of multinational enterprises (MNEs) in exploiting Indigenous resources (e.g., land, labor) and the social and environmental consequences for Indigenous communities.
- Firms in the Global Economy: The Monopolistic Competition Model
  - Analyze how monopolistic competition in industries such as pharmaceuticals, energy, and technology may affect Indigenous communities through issues such as patents on traditional knowledge and monopolization of resources.
- The Policy Instruments of Trade
  - Discuss policy tools like tariffs, subsidies, and quotas in the context of trade policies that affect Indigenous livelihoods, land rights, and resource management.
- The Political Economy of Trade Policy
  - Analyze how trade policies are often designed in ways that marginalize the voices of Indigenous communities and low-income nations.

- Trade Policy and Economic Development
  - Explore how trade policies have historically excluded Indigenous communities from the benefits of global economic development and the barriers that Indigenous economies face in accessing international markets.
- Controversies in Trade Policy
  - Discuss controversies like intellectual property rights over traditional Indigenous knowledge, the exploitation of Indigenous lands, and trade disputes that affect Indigenous peoples disproportionately.

Assignments encourage students to critically analyze trade agreements, such as NAFTA/USMCA and its impact on Indigenous communities in Canada and Mexico. By analyzing international trade through an equity and reconciliation lens, students gain a deeper understanding of how economic policies, specifically international trade policies, can either support or hinder Indigenous economic self-determination.

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

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges. The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations. The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

This course is offered every other academic year.

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

Textbook: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 341                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> International Trade<br><b>Course Short Title:</b> International Trade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores trade theory and policy within a general equilibrium framework, alongside empirical tests and extensions of trade models. Topics include the relationship between economic growth and international trade, the role of multinational enterprises, and the globalization of production. Students will examine the impact of international trade on diverse communities, including Indigenous economies, labor markets, and environmental sustainability. International agreements, trade disputes, and the historical and contemporary effects of globalization on economic inequalities are also covered. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits including ECON 100 and ECON 101.                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                                                                                                                                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Explain the concepts of comparative advantage and gains from trade, considering their historical and contemporary implications for different economies.
2. Describe patterns and forces of international trade, including the impact of colonization and global inequalities.
3. Solve problems using various models of international trade.
4. Use economic models to examine key issues in international trade.
5. Assess the validity of theoretical models of international trade through empirical evidence.
6. Evaluate the welfare effects of foreign direct investment and multinational corporations including labor rights, Indigenous land use, and environmental sustainability.
7. Analyze a variety of international trade issues such as the links between trade and wage inequality and the effects of trade policy, using general equilibrium techniques.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 30% | Assignments: | 10% |  | % |
| Quizzes/tests: | 60% |              |     |  | % |

**Details:**

Midterm 1: 30%  
Midterm 2: 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 will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will 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 | Krugman, Obstfeld, Melitz | International Trade: Theory and Policy, 11th Edition - Pearson | 2018 |
| 2. Textbook | Feenstra, Taylor          | International Trade. 5th Edition - Macmillan                   | 2021 |
| 3.          |                           |                                                                |      |
| 4.          |                           |                                                                |      |
| 5.          |                           |                                                                |      |

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

**Course Content and Topics**

- An empirical overview of world trade
- Labour productivity and comparative advantage: the Ricardian model
- Specific factors and income distribution
- Resources and trade: the Hecksher-Ohlin model
- Resources and trade: the factor-proportions model
- The standard trade model
- External economies of scale and the international location of production
- Firms in the global economy: export decisions, outsourcing, and multinational enterprise
- Firms in the global economy: the monopolistic competition model
- The policy instruments of trade
- The political economy of trade policy
- Trade policy and economic development
- Controversies in trade policy

**Memo for Course Changes**

To: Wade Diesman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 342 – International Capital Markets**

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

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

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

2. Rationale for change:

Minor changes to the overall course outline are included as part of the 6-year review. These include the addition of a learning outcome that introduces aspects of *Indigenous economics* to the analysis of equilibrium outcomes studied through other learning outcomes. Textbook resources have been updated

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

Suggested additions to the learning outcomes point directly to UFV ILO5 ("Engage with Indigenous Knowledge Systems". Additionally, examination of open-economy macroeconomic models in this context also allows for considerations that align with UFV ILO7 ("Advocate for Equity, Diversity, and Inclusion). Additional justification is provided in the response to question six and seven of this memo, contained below.

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

The course also serves as an upper-level elective towards the International Business Major (School of Business). It is not a *required* course. As the changes to the course learning outcomes expand on those pre-existing, these changes do not impact the role this course serves in the International Business Major.

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

School of Business, Faculty of Business and Computing

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 iterative changes introduced to the course learning outcomes capture two key facets associated with *Indigenous economics*. Specifically, Indigenous economics considers the long-term impact of economic decisions on the community and environment, particularly with respect to sustainability. This long-run emphasis and the feasibility of short-term financial flows becoming persistent is emphasized through the changes to the fourth learning outcome. Additionally, Indigenous economics considers economic activity in the context of social, cultural, and environmental concerns. The addition of a new learning outcome emphasizes these *holistic* considerations, as they pertain to government and central bank intervention in markets being studied.

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

These learning outcome changes help emphasize considerations of equity with respect to predicted outcomes of open-economy macroeconomic models and potential policy responses of government and the central bank. Herein, equilibrium outcomes are considered in the context of UFV ILO7 (“Advocate for Equity, Diversity, and Inclusion”). Specifically, the idea that the economic systems being studied can favour certain individuals and groups over others. The revision to the fourth learning outcome is particularly important here. Explicit considerations of the potential distributional impacts of predicted equilibria are now established through these proposed 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): \$100 (e-text book, optional)

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

- Memo response #6 discusses an additional learning outcome in terms of Indigenization, but Indigenization does not appear to be reflected in the wording of learning outcome #7. *While "Indigenization" is not stated explicitly, learning outcome #4 has been modified to explicitly emphasize "sustainability"; this is a core facet within Indigenous economics. Learning outcome #7 has been modified to include "Indigenous" factors.*
- Pre-Check appreciates the inclusion of holistic assessment, but it is not clear how this connects to the learning outcomes. *As with other evaluation methods, the connection between the form of assessment and the learning outcomes is left to the individual instructor. No other form of assessment has such prescribed connections, I'm not sure I follow why this would be the case for holistic.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 342                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> International Capital Markets<br><b>Course Short Title:</b> International Capital Markets                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students use economic theory to study international financial flows and their implications for regional and national economies including consideration of global financial imbalances, currency unions, international financial architecture, and the causes and impacts of currency attacks and financial crises.                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including ECON 100 and ECON 101                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>28</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><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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 14, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 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. Apply models of exchange rate determination to identify causal factors.
2. Explain the relationship between interest rates, prices, and exchange rates using open-economy models.
3. Model the determination of international financial flows and their relationship to different exchange rate regimes and monetary intervention.
4. Assess the impact of international capital flows on domestic economic performance in terms of their long run sustainability and equity.
5. Summarize the factors determining optimum currency areas.
6. Explain the role of central banks and instruments of sovereign government policy in determination of international capital movements and currency crises.
7. Provide context for how other economic, political, social, or Indigenous factors have the potential to influence this government or central bank intervention.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Final exam:    | 30% | Assignments:         | 20% | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% | % |

**Details:**

Holistic assessment consists of integrative applied policy analysis.

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

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

Lectures will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will 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 | Krugman/ Obstfeld/ Melitz | International Finance: Theory and Policy, 12 <sup>th</sup> Edition, Pearson | 2022 |
| 2. Textbook | Copeland                  | Exchange Rates and International Finance, 6th Edition, Pearson              | 2014 |
| 3.          |                           |                                                                             |      |
| 4.          |                           |                                                                             |      |
| 5.          |                           |                                                                             |      |

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

**Course Content and Topics**

- National income accounting and the balance of payments
- Exchange rates and the foreign exchange market: an asset approach
- Money, interest rates, and exchange rates
- Price levels and the exchange rate in the long run
- Output and the exchange rate in the short run
- Fixed exchange rates and foreign exchange intervention
- International monetary systems: a historical overview
- Financial globalization: opportunity and crisis
- Optimum currency areas and the euro
- Developing countries: growth, crisis, and reform

**Memo for Course Changes**

To: Wade Diesman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

Subject: **Proposal for revision of ECON 352**

*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:**

- **Six-year review:** As part of the six-year review, this course’s title, calendar description, learning outcomes, text and resource material, and delivery methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Course title:** The new title highlights the focus on inclusive growth, signaling that the course not only covers technological progress but also examines how it can benefit all groups in society, especially marginalized and underrepresented communities. This aligns with modern discussions about the need for growth that reaches beyond the wealthy or privileged.
- **Calendar description:** The course description is being revised to better reflect the course’s updated focus on inclusive economic growth. By emphasizing both technological progress and inclusivity, the new description aligns with contemporary debates on reducing inequality and ensuring that economic growth benefits all segments of society, especially marginalized groups. The revision also incorporates EDI principles and Indigenization, acknowledging the importance of diverse perspectives and sustainable practices in fostering equitable development. This update ensures the course is relevant to current global challenges and provides students with a comprehensive understanding of how technological progress can drive inclusive, sustainable growth.

- **Learning outcomes:** The learning outcomes are being revised to better reflect the course’s updated emphasis on inclusive economic growth and the integration of EDI principles and Indigenization. These revisions ensure that students not only understand technological progress and economic growth but also critically analyze how these concepts impact marginalized communities and global equity. By incorporating diverse perspectives, the revised outcomes promote a more comprehensive understanding of growth, emphasizing sustainability, social inclusion, and the role of Indigenous knowledge in shaping economic development. This update aligns the course with current global discussions on equity, diversity, and social justice.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in this field.

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

| <b>Course Learning Outcomes</b>                                                                                                                        | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                   | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze historical and contemporary economic growth patterns, considering disparities across countries and communities, including Indigenous economies | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action |
| Identify the sources of economic growth, including the roles of land, labor, capital, and total factor productivity                                    | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                |
| Detail economic factors that influence technological progress                                                                                          | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                |
| Evaluate major public policy issues related to technological progress and economic growth, taking into account the                                     | PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills                                                                         | ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively                                                                                                                                           |

|                                                                                                                                                |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| effects on diverse communities, including Indigenous peoples.                                                                                  |                                                                                                                                                                                                                                                | ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action                                                                                                                                                                    |
| Interpret the rationale of business strategies related to technical innovation                                                                 | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application                                                                                                                                                       | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                                                                                        |
| Evaluate the impact of population growth and labor force participation on technological progress                                               | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application                                                                                                                                                       | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                                                                                                                                                           |
| Investigate the relationship between technology, innovation, and economic inequality, highlighting the digital divide and access to resources. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

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

Indigenous perspectives often emphasize sustainability, community well-being, and long-term resource management, offering an alternative to conventional growth models focused on Gross National Income and productivity. Including these perspectives helps students critically evaluate mainstream economic theories and consider alternative development pathways. Integrating Indigenous perspectives challenges students to think critically about who benefits from economic growth and technological progress. Here are specific examples on ways Indigenization can be weaved on each course topic:

- Growth Facts to Be Explained
  - Highlight disparities in economic growth across countries and communities, particularly among Indigenous populations and historically marginalized groups.
  - Discuss how colonial histories and systemic inequalities have shaped economic trajectories.
- Physical Capital
  - Explore how Indigenous communities have traditionally utilized and managed physical capital (e.g., land, tools) sustainably. Investigate the concept of communal ownership versus individual capital accumulation.
  - Discuss barriers to infrastructure development in Indigenous communities and policies aimed at addressing these challenges.
- Population and Economic Growth
  - Discuss how demographic trends differ across racial and Indigenous groups due to historical factors (e.g., forced relocation, differing fertility rates).
  - Examine policies that impact different communities, such as immigration and birth rate policies.
- Future Population Trends
  - Explore how population growth projections consider Indigenous self-determination and cultural preservation.
  - Discuss aging populations and their effects on marginalized communities with limited access to healthcare and economic resources.
- Human Capital
  - Address gaps in education and skill development among underrepresented groups, including Indigenous communities.
  - Discuss the importance of culturally relevant education and traditional knowledge in human capital development.
- Measuring Productivity
  - Examine how traditional economic metrics may overlook informal labor, particularly in Indigenous economies.
  - Introduce alternative measures of productivity that account for well-being and sustainability.
- The Role of Technology in Economic Growth
  - Discuss digital divides affecting marginalized and Indigenous communities.
  - Explore Indigenous innovations and the role of traditional knowledge in technological development.
- The Cutting-Edge Technology

- Analyze who benefits from advancements in AI, automation, and biotech, and who gets left behind.
    - Discuss ethical considerations in technology development, particularly regarding data sovereignty for Indigenous communities.
  - Efficiency
    - Examine how mainstream efficiency metrics may ignore social and environmental costs.
    - Discuss Indigenous perspectives on balance and sustainability as alternative economic goals.
  - Growth in the Open Economy
    - Explore trade agreements and their effects on Indigenous economies.
    - Discuss global economic integration while considering Indigenous self-determination and land rights.
  - Government
    - Discuss successful policy initiatives that promote Indigenous economic participation.
  - Institutions
    - Discuss how colonial institutions shaped Indigenous economies and how institutional reforms can promote inclusion.
    - Analyze examples of Indigenous governance structures and their role in economic growth.
  - Income Inequality
    - Discuss economic disparities faced by marginalized groups and Indigenous peoples.
  - Culture
    - Discuss how cultural perspectives influence economic behavior and decision-making.
    - Highlight the economic contributions of Indigenous cultural industries (e.g., arts, tourism, land stewardship).
  - Geography, Climate, and Natural Resources
    - Examine how resource extraction affects Indigenous communities and their rights to land.
    - Discuss Indigenous approaches to sustainable resource management.
  - Resources and the Environment at a Global Level
    - Discuss how Indigenous communities contribute to environmental sustainability through traditional ecological knowledge.
    - Explore global environmental policies and their impact on marginalized communities.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

#### Topic selection

Incorporating EDI into these topics ensures that economic growth and technological progress are examined through a lens that considers the experiences of all groups, particularly marginalized communities. Below are specific examples of how EDI principles can be integrated into each course topic:

- Growth Facts to Be Explained

- Discuss how economic growth has historically benefited some groups more than others due to systemic inequalities. Highlight differences in growth experiences across countries, regions, and communities, particularly among marginalized populations.
- Physical Capital
  - Examine disparities in access to physical capital (e.g., infrastructure, machinery) across different social groups. Discuss historical injustices, such as colonial land dispossession or redlining, that have limited access to physical capital for marginalized communities.
- Population and Economic Growth
  - Discuss how demographic changes impact economic opportunities differently for various social groups, particularly women, Indigenous communities, and racial minorities.
- Future Population Trends
  - Explore how aging populations, migration, and urbanization trends affect different demographic groups.
- Human Capital
  - Analyze barriers to education and skill development for marginalized populations, such as gender-based disparities in STEM education. Discuss alternative education models, including Indigenous knowledge transmission and community-based learning.
- Measuring Productivity
  - Question traditional productivity metrics that overlook unpaid labor, such as caregiving and subsistence farming, which disproportionately involve women and Indigenous communities. Introduce alternative measures that account for social and environmental contributions.
- The Role of Technology in Economic Growth
  - Examine the digital divide and how technological advancements can either reduce or reinforce existing inequalities. Discuss policies and initiatives that promote equitable access to technology, particularly in low-income and rural areas.
- The Cutting-Edge Technology
  - Highlight how biases in AI, automation, and digital tools can reinforce discrimination.
- Efficiency
  - Challenge traditional notions of efficiency that prioritize profit maximization over social equity. Discuss alternative models that consider social well-being, such as cooperatives and Indigenous economic systems based on communal resource management.
- Growth in the Open Economy
  - Explore how globalization has unevenly benefited different regions and populations. Discuss trade policies that have disproportionately harmed developing economies and Indigenous groups, such as exploitative resource extraction.
- Government
  - Examine how government policies on economic growth impact economic inclusion for marginalized and Indigenous groups.
- Institutions

- Investigate how formal and informal institutions shape economic opportunities for different social groups. Highlight structural barriers, such as discrimination in financial institutions, and discuss reforms that promote inclusive economic participation.
- Income Inequality
  - Discuss how progressive taxation, minimum wage policies, and other mechanisms that promote income redistribution and equity help achieve inclusive economic growth.
- Culture
  - Discuss how recognizing and valuing diverse cultural contributions to economic development can lead to more inclusive policies and practices.
- Geography, Climate, and Natural Resources
  - Analyze how climate change and resource distribution disproportionately impact vulnerable communities, including low-income populations and Indigenous groups.
- Resources and the Environment at a Global Level
  - Discuss fair trade policies, ethical sourcing, and Indigenous-led environmental conservation initiatives.

### **Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

### **Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

### **Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

Not applicable.

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

Textbook: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 352                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Technological Progress and Inclusive Economic Growth                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Short Title:</b> Tech Progress & Econ Growth                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Examines the relationship between technological progress and inclusive economic growth. Analyzes economic growth patterns, human and physical capital, and the impact of technology on productivity and inequality. Explores globalization, institutions, and government policies shaping economic development. Applies economic principles to real-world challenges, emphasizing equity, and sustainable economic growth. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits including ECON 100 and ECON 101.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 14, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> February 27, 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 historical and contemporary economic growth patterns, considering disparities across countries and communities, including Indigenous economies.
2. Identify the sources of economic growth, including the roles of land, labor, capital, and total factor productivity.
3. Detail economic factors that influence technological progress.
4. Evaluate major public policy issues related to technological progress and economic growth, taking into account the effects on diverse communities, including Indigenous peoples.
5. Interpret the rationale of business strategies related to technical innovation.
6. Evaluate the impact of population growth and labor force participation on technological progress.
7. Investigate the relationship between technology, innovation, and economic inequality, highlighting the digital divide and access to resources.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Final exam:    | 30% | Assignments:         | 10% | % |
| Quizzes/tests: | 50% | Holistic assessment: | 10% | % |

**Details:**

Midterm 1: 25%

Midterm 2: 25%

Holistic assessment may include country analysis and reflections about economic development in a podcast or video format.

**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.)*

Presentations, lectures, class project and discussion.

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

| Type               | Author or description | Title and publication/access details                        | Year |
|--------------------|-----------------------|-------------------------------------------------------------|------|
| 1. Textbook        | Weil                  | Economic Growth, 3rd Edition, Pearson                       | 2016 |
| 2. Textbook        | Swann                 | The Economics of Innovation: An Introduction, Edward Elagar | 2009 |
| 3. Online resource | Acemoglu              | Economic Growth, MIT Open Course Ware                       | 2025 |
| 4.                 |                       |                                                             |      |
| 5.                 |                       |                                                             |      |

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

**Course Content and Topics**

- Growth facts to be explained
- Physical capital
- Population and economic growth
- Future population trends
- Human capital
- Measuring productivity
- The role of technology in economic growth
- The cutting-edge technology
- Efficiency
- Growth in the open economy
- Government
- Institutions
- Income inequality
- Culture
- Geography, climate and natural resources
- Resources and the environment at a global level

**Memo for Course Changes**

To: Wade Diesman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 360**

*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:

- **Six-year review:** As part of the six-year review, this course's calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV's commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of macroeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV's broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in macroeconomic theory, data, and analysis.

- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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                                                                                                                                                                              | Program Learning Outcomes (PLOs)                                                                                                                                                           | Institutional Learning Outcomes (ILOs)                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain why differences in unemployment, wage and productivity may arise as equilibrium phenomena, and how the labor demand decisions may affect marginalized groups including indigenous population. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO6: Contribute Locally and Globally                                                   |
| Contrast different models of education including the human capital and signaling models and discuss how unequal access to human capital accumulation affect indigenous population.                    | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally |

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

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

NOT APPLICABLE

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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *“Explain why differences in unemployment, wage and productivity may arise as equilibrium phenomena, and how the labor demand decisions may affect marginalized groups including indigenous population”* and *“Contrast different models of education including the human capital and signaling models and discuss how unequal access to human capital accumulation affect indigenous population.”* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies and market structures on Indigenous communities.

By integrating Indigenous perspectives, we foster a more inclusive and comprehensive understanding of labour demand, labour supply, wage determination, and human capital accumulation. Below are examples of topics in this course where an instructor may weave Indigenous perspectives:

- Labour market attachment
  - Investigate the implication of marginalized groups who may have different labour market attachment on labour supply.
- Labour demand in competitive labour markets
  - Examine how demand for labour affect different regions and marginalized populations.
- Human capital theory
  - Discuss the challenges and opportunities of indigenous population on human capital accumulation.

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

#### **Topic Selection**

Integrating EDI principles into Labour Economics provides students with a more comprehensive understanding of how economic structures impact different social groups. By recognizing systemic inequalities and diverse economic experiences, students can critically assess the effectiveness of economic structures and contribute to more inclusive economic solutions. Below are examples of topics in this course where an instructor may introduce EDI principles:

- Labour market attachment

- o Investigate the implication of marginalized groups who may have different labour market attachment on labour supply.
- Labour demand in competitive labour markets
  - o Examine how demand for labour affect different regions and marginalized populations.
- Human capital theory
  - o Discuss the challenges and opportunities of indigenous population on human capital accumulation.

**Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

**Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

NOT APPLICABLE

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

NOT APPLICABLE



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version: 26/01/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Labour Economics<br><b>Course Short Title:</b> Labour Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Develops models of labour economics and considers their application to the Canadian economy with an emphasis on the interaction between economic theory and empirical evidence. Students analyze labor supply, labor demand in competitive labour markets, and wage determination by human capital accumulation. Indigenous perspectives are incorporated to highlight how labour market structures and human capital accumulation can promote or hinder equity, inclusion, and diverse participation in labour markets. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | ECON 100 and (STAT 104 or STAT 106).                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 27, 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 basic mechanisms of the labour market such as labour supply and demand, search, and bargaining.
2. Explain why differences in unemployment, wage and productivity may arise as equilibrium phenomena, and how the labor demand decisions may affect marginalized groups including Indigenous population.
3. Contrast different models of education including the human capital and signaling models, and discuss how unequal access to human capital accumulation affect Indigenous population.
4. Apply labour market models to derive and explain testable hypotheses.
5. Use spreadsheet software to conduct hypothesis testing and organize and present data.

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

|                |     |                      |     |  |   |
|----------------|-----|----------------------|-----|--|---|
| Final exam:    | 30% | Assignments:         | 20% |  | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% |  | % |

**Details:**

Holistic assessment includes applied evaluation of Indigenous economic development case studies.

**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, problem-solving, and case analysis.

**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 | Benjamin, Gunderson, Lemieux, Riddell, Schirle | Labour Market Economics, 8 <sup>th</sup> Edition, McGraw-Hill | 2020 |
| 2.          |                                                |                                                               |      |
| 3.          |                                                |                                                               |      |
| 4.          |                                                |                                                               |      |

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

**Course Content and Topics**

- Introduction to labour economics
- Labour supply: the decision to work
- Labour supply: household production
- Labour demand
- Labour demand elasticities
- Frictions in the labour market
- Human capital and signaling models
- Wage differentials
- Worker mobility, migration, immigration, and turnover
- The role of unions and collective bargaining
- Unemployment
- Inequality in earnings
- The effects of international trade on labour markets

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 361**

*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:

- **Six-year review:** As part of the six-year review, this course's calendar description, learning outcomes, text and resource material, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV's commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of macroeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV's broader commitment to reconciliation, decolonization, and inclusivity.
- **Texts and resource materials:** The update to the "Texts and Resource Materials" section reflects the availability of newer editions of key textbooks and resources that incorporate the most current developments in macroeconomic theory, data, and analysis.

- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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                                                                                                                                            | Program Learning Outcomes (PLOs)                                                                                                                                                                                                               | Institutional Learning Outcomes (ILOs)                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use economic models to explain different patterns of growth and environmental change, including indigenous perspectives on exchange.                                | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally |
| Select and adapt economic models to address key issues in environmental economics and policy, considering how such policies affect diverse communities differently. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally |

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

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

NOT APPLICABLE

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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *“Use economic models to explain different patterns of growth and environmental change, including indigenous perspectives on exchange”* and *“Select and adapt economic models to address key issues in environmental economics and policy, considering how such policies affect diverse communities differently.”* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies and market structures on Indigenous communities.

By integrating Indigenous perspectives, we foster a more inclusive and comprehensive understanding of desirability of environmental outcomes, valuation of environment, and sustainable development. Below are examples of topics in this course where an instructor may weave Indigenous perspectives:

- Environmental choices
    - Discuss how environmental choices affect indigenous population.
  - Environment valuation
    - Examine how indigenous concepts of environment is different from economic valuation of a species, or damages from pollution
  - Intergenerational equity
    - Introduce the concept of fairness to future generations, considering the indigenous self-governance fostering environmental protection.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

**Topic Selection**

Integrating EDI principles into Environmental Economics provides students with a more comprehensive understanding of how economic structures impact different social groups. By recognizing systemic inequalities and diverse economic experiences, students can critically assess the effectiveness of economic structures and contribute to more inclusive economic solutions. Below are examples of topics in this course where an instructor may introduce EDI principles:

- Environmental choices
  - Discuss how environmental choices affect indigenous population.
- Environment valuation
  - Examine how indigenous concepts of environment is different from economic valuation of a species, or damages from pollution

- Intergenerational equity
  - o Introduce the concept of fairness to future generations, considering the indigenous self-governance fostering environmental protection.

**Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

**Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

NOT APPLICABLE

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

NOT APPLICABLE



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 361                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Environmental Economics<br><b>Course Short Title:</b> Environmental Economics                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Examines the relationship between economic activity, government regulation, and environmental outcomes through both mainstream economic models and Indigenous knowledge systems. Students explore frameworks for evaluating environmental policies with attention to equity, sustainability, and impacts on Indigenous and marginalized communities.                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including ECON 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>GEOG 361</b><br>Equivalent course(s): <b>GEOG 361</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                       |           | <b>Department approval</b> <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 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. Use economic models to explain different patterns of growth and environmental change, including indigenous perspectives on exchange.
2. Apply economic models to address key issues in environmental economics and policy, with attention to their impacts on diverse communities.
3. Assess the effectiveness of various economic concepts and models in evaluating different environmental issues.
4. Differentiate among cost-benefit analysis, cost-effectiveness analysis, and environmental impact analysis.
5. Evaluate some of the measurement issues which arise in environmental policy.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Final exam:    | 30% | Assignments:         | 20% | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% | % |

**Details:**

Holistic assessment includes research and synthesis assignments.

**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 will develop theories and apply them to problems in environmental economics. There will be extensive use of graphing and problem solving. Formal analytic analysis and the economic intuition that underlies it are 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 | Tietenberg, Lewis     | Environmental and Natural Resource Economics, 12th Edition, Pearson | 2023 |
| 2. Textbook | Field, Olewiler       | Environmental Economics, 4th Edition, McGraw-Hill                   | 2015 |
| 3. Textbook |                       |                                                                     |      |
| 4.          |                       |                                                                     |      |
| 5.          |                       |                                                                     |      |

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

**Course Content and Topics**

- Economics and the environment; nature of the problem
- Analytical models and framework of analysis
- Environmental analysis
- Environmental intervention strategies and associated policy issues
- Economics of natural resource allocation – renewable and non-renewable
- Economic development and sustainability
- Environmental policy and the economic impact on Indigenous communities
- Selected issues/applications

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 375 Health Economics**

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

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

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

**2. Rationale for change:**

- **Six-year review:** As part of the six-year review, this course’s calendar description, learning outcomes, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Calendar description:** This revision ensures the course reflects contemporary societal challenges in health economics, particularly regarding the economics of health and healthcare, emphasizing social determinants of health, and Indigenous perspectives while developing skills in ethical decision-making, advocacy, and collaboration. It also strengthens the real-world applicability of the course by linking economic theories to practical issues faced by health care system and health care professionals.
- **Learning outcomes:** The revised Learning Outcomes enhance critical thinking, ethical decision-making, and practical application while integrating UFV’s commitment to EDI, Indigenization, and quality curriculum. This revision strengthens the course’s focus on equitable, inclusive, and evidence-based healthcare analysis while maintaining strong economic foundations.
- **Course content and topic:** The revision enhances EDI and Indigenization by integrating social determinants of health, Indigenous perspectives, and systemic barriers, aligning with UFV’s commitment to inclusion. It strengthens policy analysis, ethics, and advocacy for real-world impact, while new topics like digital health and AI prepare students for the future of healthcare.

**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 revisions to the learning outcomes in Econ 375, while not substantial, have been made to align with the University of the Fraser Valley's Institutional Learning Outcomes (ILOs). The updated learning outcomes emphasize social determinants of health, Indigenous perspectives, and systemic barriers to reflect UFV's commitment to inclusion. Students will gain not only technical economic expertise but also a socially responsible and ethically aware perspective, making them more well-rounded graduates equipped for diverse career and academic pathways.

| <b>Course Learning Outcomes</b>                                                                     | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                    | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calculate and interpret economic aggregates                                                         | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                 |
| Distinguish between real and nominal values for variables such as output, prices and interest rates | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                 |
| Examine determinants of long-term economic growth                                                   | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                                                                                    |
| Describe how the financial market determines levels of savings and investment                       | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                  | ILO1: Apply Knowledge and Competencies Proficiently                                                                                                                                                                                                                                 |
| Explain the role of money in the economy, including Indigenous perspectives on exchange.            | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion |
| Discuss the factors that lead to economic fluctuations and business cycles                          | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant                                                                | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO8: Engage in Reflection for Action                                                                                                          |

|                                                                                                                            |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            | Data and Quantitative Methods<br>PLO4: Effective Communication                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |
| Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

**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 Health Economics (ECON 375) course contributes to Indigenizing Our Academy by integrating Indigenous perspectives on health, well-being, and economic systems throughout its curriculum, assignments, and delivery methods. Below are specific examples:

**1. Assignment Design: Indigenous Health Policy Analysis**

Example: A policy brief assignment where students analyze an Indigenous healthcare initiative (e.g., Jordan’s Principle, First Nations Health Authority policies) through an economic lens.

- Indigenization Contribution: Encourages students to engage with Indigenous governance structures and self-determination in healthcare.
- ILOs Alignment: Develops ethical reasoning, policy evaluation, and cross-cultural understanding.

**2. Topic Selection: Indigenous Determinants of Health**

Example: A dedicated course module on Indigenous Health and Economics, covering:

- Historical and contemporary impacts of colonization (e.g., Indian Act, residential schools, healthcare access barriers).
- Economic challenges in Indigenous health systems, such as underfunding of First Nations health services.
- Traditional Indigenous approaches to health and well-being, including holistic and community-based models.

- Indigenization Contribution: Centers Indigenous knowledge systems in economic discussions of healthcare.
- EDI Alignment: Acknowledges systemic inequities and promotes policy solutions that respect Indigenous sovereignty.

### 3. Curriculum Delivery: Guest Lectures & Community Partnerships

Example:

- Guest Lectures: Invite Indigenous healthcare professionals, economists, or Elders to share lived experiences and economic perspectives on Indigenous health.
- Community-Based Learning: Partner with local Indigenous organizations (e.g., First Nations Health Authority, Métis Nation BC) for experiential learning.
- Indigenization Contribution: Facilitates learning from Indigenous voices and fosters meaningful engagement with Indigenous communities.
- ILOs Alignment: Encourages relationship-building, ethical learning, and application of economic principles in real-world contexts.

### 4. Economic Models Beyond Western Frameworks

Example: Comparative analysis of Western economic models vs. Indigenous economic systems, such as:

- Collective well-being vs. individual economic rationality.
- Resource-based and land-based economies in Indigenous communities.
- Reciprocity, sustainability, and community-driven healthcare funding models.
- Indigenization Contribution: Recognizes alternative economic structures that align with Indigenous worldviews.
- ILOs Alignment: Promotes diverse knowledge systems and ethical decision-making in policy design.

### 5. Case Study Analysis: Health Economics & Indigenous Communities

Example: Students examine case studies such as:

- The role of First Nations Health Authority in British Columbia as an Indigenous-led health governance model.
- Economic impact of boil water advisories on Indigenous communities (e.g., increased healthcare costs, economic marginalization).
- Success stories in Indigenous health interventions, such as culturally relevant mental health programs.
- Indigenization Contribution: Demonstrates real-world implications of economic policies on Indigenous communities.

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

ECON 375 course aligns with UFV's commitment to Equity, Diversity, and Inclusion (EDI) through intentional assignment design, topic selection, curriculum delivery, and instructional methods. Below are specific examples:

## 1. Assignment Design: Inclusive and Equity-Focused Learning

### Example 1: Policy Brief on Healthcare Disparities

- Assignment Overview:
  - Students choose a marginalized population (e.g., Indigenous communities, low-income groups, immigrants, persons with disabilities) and analyze economic barriers to healthcare access.
  - They evaluate existing policies and propose evidence-based solutions that promote health equity.
- EDI Contribution:
  - Encourages critical thinking on systemic inequities.
  - Develops students' ability to advocate for equitable policy solutions.
- Example Topics:
  - Economic consequences of racism in healthcare (e.g., Indigenous-specific discrimination in hospitals).
  - Gender-based disparities in healthcare access and maternal health.
  - The impact of rural healthcare shortages on equity.

### Example 2: Comparative Healthcare System Analysis

- Assignment Overview:
  - Students compare healthcare systems in different countries, with a focus on equitable access, diversity in policy structures, and inclusive health financing models.
- EDI Contribution:
  - Highlights successful equity-driven models (e.g., Scandinavian universal healthcare, Cuba's community-based system).
  - Challenges students to think beyond Western-centric models.

## 2. Topic Selection: Centering Equity and Inclusion in Health Economics

### Key Topics Addressing EDI Principles:

1. Social Determinants of Health & Economic Disparities
    - a. How income, education, and housing affect health outcomes.
    - b. Case study: Racialized communities and disproportionate exposure to environmental hazards.
  2. Economic Barriers to Healthcare for Marginalized Populations
    - a. How out-of-pocket costs reinforce inequality.
    - b. Policies addressing disability and aging-related health disparities.
  3. Intersectionality in Health Economics
    - a. How gender, race, and class intersect in healthcare access.
    - b. The economic effects of LGBTQ+ health disparities.
  4. Indigenous Health and Economic Inequities
    - a. Colonialism's economic impact on Indigenous healthcare.
    - b. The role of Jordan's Principle and Indigenous-led health services.
- EDI Contribution:
    - Ensures historically marginalized voices are included.
    - Encourages policy-based problem-solving for health equity.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

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

Not applicable.

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

Textbook: \$160

**CWC comments and responses:**

- Memo response #6.3 mentions guest lectures and community-based learning. Are there existing connections for these, or is the department hoping to build them?  
*Guest lectures and community-based learning are supported through a combination of existing professional and institutional connections, as well as ongoing relationship-building. While specific partnerships may vary by offering, these activities are designed to be supplementary and flexible. The course does not rely on guaranteed external participation to achieve its learning outcomes.*
- Memo response #7 indicates an emphasis on EDI principles, but this appears to only connect to 20% of the course evaluation, as 80% is exams.  
*Although exams constitute a larger portion of the course evaluation, EDI principles are embedded throughout the course, including within exam content. Exams assess students' ability to apply economic theory to topics such as the social determinants of health, Indigenous health policy, and healthcare inequities, ensuring that EDI-related learning outcomes are evaluated alongside technical economic skills. Non-exam components (e.g., policy briefs and applied analyses) provide deeper engagement, but EDI is assessed across all evaluation components and is not limited to the 20% allocated to assignments.*
- Why is calculus required for this course? Would a course related to healthcare or social work be more appropriate?  
*(Pre-)Calculus is required because ECON 375 relies on formal economic models—including optimization, marginal analysis, and elasticity—to analyze healthcare decision-making and policy outcomes. These analytical tools are central to the course learning outcomes and are assessed throughout the course. While courses in healthcare or social work offer valuable applied perspectives, they do not provide the quantitative preparation required for upper-level economic analysis in health economics.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 375                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Health Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Short Title:</b> Health Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Explores the economic principles shaping healthcare systems, focusing on demand, supply, financing, and policy design. Analyzes health disparities, with attention to social determinants, Indigenous perspectives, and access to care for marginalized groups. Examines the role of diversity, equity, and inclusion in healthcare delivery, policymaking, and decision processes. Investigates healthcare innovations and ethical considerations and discusses advocacy for equitable healthcare solutions. Provides a comprehensive understanding of the economics behind healthcare and its implications for diverse population. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 45 university-level credits including ECON 100 and (MATH 111 or MATH 141).                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</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><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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 27, 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. Explain the key economic principles influencing healthcare systems and policies.
2. Analyze the impact of social determinants on health disparities among different population groups.
3. Assess Indigenous perspectives on health and well-being in the context of healthcare policy.
4. Evaluate barriers to healthcare access for marginalized and underserved populations.
5. Compare different healthcare financing models and their implications for equity and efficiency.
6. Examine the role of diversity and inclusion in the supply and delivery of healthcare services.
7. Investigate ethical issues and decision-making processes in healthcare policy.
8. Critique the potential of technological innovations to address healthcare inequalities.
9. Propose policy solutions aimed at reducing health disparities and promoting equitable access to care.
10. Discuss the relationship between healthcare demand, access, and economic efficiency.

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

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

**Details:**

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

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

Lectures, in-class discussion, and projects.

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

| Type        | Author or description | Title and publication/access details                | Year |
|-------------|-----------------------|-----------------------------------------------------|------|
| 1. Textbook | Hurley                | Health Economics, McGraw-Hill                       | 2010 |
| 2. Textbook | Andrew Friedson       | Economics of Healthcare, Cambridge University Press | 2024 |
| 3.          |                       |                                                     |      |
| 4.          |                       |                                                     |      |

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

**Course Content and Topics**

- Introduction to health economics
- Determinants of health and health disparities
- Indigenous perspectives on health and well-being
- Healthcare demand and access to care
- Healthcare financing and system design
- Supply of healthcare services
- Health policy and ethical decision-making
- Innovation, technology, and the future of healthcare
- Advocacy and policy solutions for equitable healthcare

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 395 – Introduction to Behavioural Economics**

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

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

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

2. Rationale for change:

Minor changes to the overall course outline are included as part of the 6-year review. These small changes to the course learning outcomes make explicit aspects of *Indigenous economics* that were already present in the curriculum and pedagogy of the course but not formalized in the official course outline. Textbook resources have been updated and now include an additional resource particularly relevant for in-class student participation in the application of behavioural game theory.

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 \(ILOs\)](#):

Minor changes to the course learning outcomes establish direct alignment with UFV ILO5 ("Engage with Indigenous Knowledge Systems").

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

N/A

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

N/A

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

Changes to the learning outcomes are minor, but serve to formalize aspects of *Indigenous economics* already present in the pedagogy and curriculum of the course. Specifically, the emphasis in Indigenous economics that values of reciprocity, redistribution, and sustainability serve as important factors in economic analysis. As these serve as alternatives to accepted assumptions in neoclassical models of human behaviour in some contexts, these have always represented important explanations for behaviour contrary to the predictions of such models. The additional language simply makes explicit this aspect of Indigenous economics as part of the intended course outcomes. Additionally, the emphasis on a holistic approach in Indigenous economics can be implemented alongside other course learning outcomes. Specifically, the consideration of economic predictions and outcomes in the context of social, cultural and environmental concerns has been an important aspect of behavioural economic analysis.

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

Students are strongly encouraged to select topics of *personal or professional interest* towards which they will apply the concepts and theories inherent in behavioural economics. That is, in both assignments and forms of applied holistic assessment, students apply the core aspects of behavioural economics to decisions that are unique to their own personal lived experiences.

A seminal idea in behavioral economics is the practical policy implications colloquially referred to as “behavioural nudging”. Herein, the goal is alongside an understanding of social norms and cognitive biases that conflict with predictions of neoclassical theory, to design small changes to the decision problem faced by individuals to positively affect social outcomes. Such practical application of behavioural economics aligns with UFV ILO7 (“Advocate for Equity, Diversity, and Inclusion”). Specifically, the development and application of strategies that promote positive change in society.

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):

\$60 - \$110 (depending on textbook choice)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 395                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Behavioural Economics<br><b>Course Short Title:</b> Intro to Behavioural Economics                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine key psychological phenomena relevant to economic behaviour, distinguish these from neoclassical models of choice, express them in economic terms, and analyze how this perspective deepens understanding of fundamental economic questions.                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including ECON 207 and ECON 307.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</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><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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 14, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Identify the basic psychological phenomena, cognitive biases, social norms, and values that are most important for economic analysis of decision making.
2. Evaluate experimental economic studies' efficacy in identifying and quantifying these psychological phenomena and cognitive biases.
3. Summarize evidence of these phenomena and biases in real world empirical data and market outcomes.
4. Evaluate current economic models of decision making against evidence of these phenomena and biases.
5. Explain the manner in which economic models of decision making have responded to the evaluation of these phenomena.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Final exam:    | 30% | Assignments:         | 20% | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% | % |

**Details:**

Holistic assessment includes research and synthesis assignments.

**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 discussion, and projects.

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

| Type        | Author or description | Title and publication/access details                           | Year |
|-------------|-----------------------|----------------------------------------------------------------|------|
| 1. Textbook | Angner                | A Course in Behavioral Economics, 3rd Edition, Worth           | 2021 |
| 2. Textbook | Just                  | Introduction to Behavioral Economics, Wiley                    | 2013 |
| 3. Textbook | Cartwright            | Behavioral Economics, 4th Edition, Routledge                   | 2024 |
| 4. Textbook | Dhami                 | Principles of Behavioral Economics, Cambridge University Press | 2025 |
| 5.          |                       |                                                                |      |

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

**Course Content and Topics**

- Transaction utility and consumer pricing
- Mental accounting
- Status quo bias and default options
- The "Winner's Curse" and auction behaviour
- Bracketing decisions
- Representativeness and availability
- Confirmation and overconfidence
- Decision under risk and uncertainty
- Prospect theory and decision under risk or uncertainty
- Disagreeing with ourselves: projection and hindsight biases
- Naïve procrastination
- Committing and uncommitting
- Selfishness and altruism
- Fairness and psychological games
- Trust and reciprocity

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

Subject: **Proposal for revision of ECON 398**

*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:**

- **Six-year review:** As part of the six-year review, this course's calendar description, learning outcomes, text and resource material, and delivery methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- **Calendar description:** The course description is being revised to better reflect the course's updated focus on inclusive economic growth. By emphasizing both technological progress and inclusivity, the new description aligns with contemporary debates on reducing inequality and ensuring that economic growth benefits all segments of society, especially marginalized groups. The revision also incorporates EDI principles and Indigenization, acknowledging the importance of diverse perspectives and sustainable practices in fostering equitable development. This update ensures the course is relevant to current global challenges and provides students with a comprehensive understanding of how technological progress can drive inclusive, sustainable growth.
- **Learning outcomes:** The learning outcomes are being revised to better reflect the course's updated emphasis on inclusive economic growth and the integration of EDI principles and Indigenization. These revisions ensure that students not only understand technological progress and economic growth but also critically analyze how these concepts impact marginalized

communities and global equity. By incorporating diverse perspectives, the revised outcomes promote a more comprehensive understanding of growth, emphasizing sustainability, social inclusion, and the role of Indigenous knowledge in shaping economic development. This update aligns the course with current global discussions on equity, diversity, and social justice.

- **Modes of delivery:** The course offers in-person, asynchronous online, and hybrid (hyflex) delivery modes to accommodate diverse student needs and life circumstances.

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

| <b>Course Learning Outcomes</b>                                                                                                                                                        | <b>Program Learning Outcomes (PLOs)</b>                                                                                                                                                                                                        | <b>Institutional Learning Outcomes (ILOs)</b>                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze key concepts and patterns of development with consideration for Indigenous perspectives on well-being                                                                          | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion                                          |
| Assess various measures and indices of development in tracking progress and achievements in poverty alleviation                                                                        | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                      | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                                                                                                                             |
| Examine the demographic aspects of development with emphasis on how population growth, migration, and labor force dynamics intersect with population trends in underrepresented groups | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: Engage in Reflection for Action |
| Reflect on the role of policies and institutions in shaping development outcomes                                                                                                       | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application                                                                                                                                                       | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically                                                                                                                                                                                                                             |

|                                                                                                            |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                            | PLO3: Effective Use of Relevant Data and Quantitative Methods                                                                                                                                                                                  | ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally                                                                                                                          |
| Explore how international trade and industrialization affect national economies and Indigenous communities | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application                                                                                                                                                       | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO8: Engage in Reflection for Action              |
| Develop policy recommendations for achieving sustainable development                                       | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO4: Lead Collaboratively<br>ILO6: Contribute Locally and Globally<br>ILO8: 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?**

Many of our courses are required by other programs such as Bachelor in Business Administration (BBA) and Bachelor of Arts (BA) programs. It is not anticipated that these modifications will affect these programs in any material way.

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

Not applicable.

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

**Topic selection**

Incorporating Indigenous perspectives into the Economics of Development course enriches students' understanding of development by challenging conventional growth models and highlighting alternative, community-centered approaches to well-being. By recognizing Indigenous experiences, governance structures, and sustainable economic practices, students gain a more holistic and

inclusive view of development that prioritizes equity, environmental stewardship, and long-term resilience. Here are specific examples on ways Indigenization can be weaved on each course topic:

- Concepts and patterns of development
  - Discuss how Indigenous worldviews define development beyond economic growth, emphasizing well-being, environmental balance, and community prosperity.
- Growth, development, and structural changes
  - Examine how Indigenous economies have historically adapted to structural changes, including shifts from subsistence economies to market-based participation. Discuss the impact of colonial policies on Indigenous economic structures and current efforts toward economic self-governance.
- Wealth, poverty, and inequality
  - Highlight the disparities in wealth and poverty between Indigenous and non-Indigenous populations, linking them to historical and systemic factors. Discuss Indigenous-led economic empowerment initiatives, such as land claim settlements and resource revenue-sharing agreements.
- Economics models of growth
  - Critically analyze traditional growth models through an Indigenous lens. Introduce alternative Indigenous growth models that incorporate environmental stewardship and intergenerational well-being.
- Policies and Institutions for Development
  - Explore how Indigenous governance structures contribute to economic development through self-determination and culturally relevant policymaking. Discuss successful examples of Indigenous institutions driving economic development, such as Indigenous financial organizations and tribal councils.
- Demographic aspect of development
  - Examine Indigenous population growth trends and their implications for labor markets, education, and economic development.
- Labor force and human capital
  - Analyze barriers Indigenous peoples face in labor markets, such as discrimination, lack of access to education, and geographic isolation.
- Urbanization & migration
  - Discuss the impact of urbanization on Indigenous populations, including the challenges of cultural preservation and economic integration.
- Physical capital accumulation
  - Analyze Indigenous approaches to land and resource management, emphasizing long-term sustainability over short-term capital accumulation.
- Financing growth: domestic and international sources
  - Explore Indigenous access to financial resources, including barriers to traditional banking and the role of Indigenous financial institutions.
- Macroeconomic stability in era of globalization

- Discuss how globalization affects Indigenous economies, including both opportunities (e.g., Indigenous-owned businesses entering global markets) and threats (e.g., resource extraction on traditional lands).
- International trade and industrialization
  - Highlight Indigenous participation in global trade, such as Indigenous-owned businesses exporting traditional goods, art, and sustainable products. Discuss trade agreements and their impact on Indigenous communities, such as considerations for Indigenous rights in Canada’s international trade negotiations.
- Sustainable development
  - Explore Indigenous perspectives on sustainability, emphasizing stewardship, interconnectedness, and the responsibility to future generations. Highlight Indigenous-led conservation and economic projects, such as co-managed protected areas and sustainable fisheries.

### Learning outcomes

The revised course, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *“Analyze key concepts and patterns of development with consideration for Indigenous perspectives on well-being”* and *“Explore how international trade and industrialization affect national economies and Indigenous communities,”* focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies on Indigenous communities.

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

### Topic selection

Introducing EDI principles into the Economics of Development course provides students with a deeper understanding of how development policies can either perpetuate or mitigate social inequalities. By focusing on EDI, students can better assess the effectiveness of development strategies, ensuring they promote inclusive and sustainable growth that benefits all members of society, particularly marginalized and historically disadvantaged groups. Here are specific examples on how an instructor may introduce EDI principles on each course topic:

- Concepts and patterns of development
  - Discuss how traditional development models often overlook marginalized communities, including women, racialized groups, and Indigenous populations. Introduce inclusive development frameworks that emphasize human rights, social equity, and access to opportunities for all.
- Growth, development, and structural changes
  - Analyze how structural transformation affects different groups unequally, particularly those in informal and subsistence economies. Discuss gender-sensitive growth policies and case studies on how marginalized communities adapt to structural changes.
- Wealth, poverty, and inequality

- Highlight how poverty and income inequality are shaped by systemic barriers, including historical discrimination, gender disparities, and colonial legacies.
- Economics models of growth
  - Examine whether mainstream growth models adequately address inequality, gender disparities, and environmental sustainability. Discuss alternative models, such as Amartya Sen's *Capability Approach*, which emphasizes expanding freedoms and opportunities rather than just increasing income.
- Policies and Institutions for Development
  - Discuss the role of international organizations (e.g., UN, World Bank) in promoting social inclusion in development programs.
- Demographic aspect of development
  - Analyze how demographic trends (e.g., aging populations, youth unemployment, gender imbalances) affect development. Discuss policies that promote social equity, such as investments in education for girls and healthcare access for marginalized communities.
- Labor force and human capital
  - Explore barriers marginalized groups face in labor markets, including wage gaps, workplace discrimination, and lack of access to education. Highlight policies that promote diverse workforce participation, such as skills training for underrepresented groups and equal pay legislation.
- Urbanization & migration
  - Discuss how migration patterns are influenced by inequality, discrimination, and exclusionary policies. Examine the role of migrant workers and informal settlements in urban economies and policies to ensure their rights and inclusion.
- Physical capital accumulation
  - Assess how infrastructure development can either promote inclusion (e.g., equitable access to clean water, transportation) or reinforce inequality (e.g., displacement of marginalized groups). Discuss examples of inclusive infrastructure projects that prioritize local communities.
- Financing growth: domestic and international sources
  - Explore barriers marginalized entrepreneurs face in accessing capital and the role of inclusive finance initiatives (e.g., microfinance, social impact investing). Discuss global efforts to improve financial inclusion, such as digital banking solutions for underserved communities.
- Macroeconomic stability in era of globalization
  - Examine how global financial crises and structural adjustment programs have disproportionately affected developing nations and marginalized groups. Discuss inclusive economic policies that protect vulnerable populations during economic shocks.
- International trade and industrialization
  - Explore how trade policies impact marginalized workers, including issues like labor exploitation, fair wages, and ethical supply chains. Discuss fair trade initiatives and how they promote equitable economic participation for disadvantaged producers.

- Sustainable development
  - Examine how climate change and environmental degradation disproportionately affect marginalized communities. Highlight inclusive sustainability policies, such as climate adaptation programs for vulnerable populations and Indigenous-led conservation initiatives.

**Assessment**

The course has timed exams; however, there is flexibility in how, where, and in what format the exams are completed. This allows students to take exams in a manner that suits their individual needs and circumstances, promoting fairness and access. Additionally, course assignments can be modified for students who need accommodation, ensuring that all students can participate fully in the course, regardless of their specific challenges.

**Modes of delivery**

The course may be offered in multiple delivery formats, including in-person, asynchronous online, and hybrid (hyflex). These delivery modes cater to a diverse student body, including those who may face challenges attending in-person classes due to work, caregiving responsibilities, or other personal circumstances. By offering flexible learning options, the course accommodates students' diverse needs, enabling them to access the course in a format that best suits their life situations.

**Learning materials**

The course textbook is available in a variety of formats (e.g., print, e-text, audio), ensuring that all students, including those with disabilities, can access course materials in a way that works best for them. This commitment to accessibility ensures that the course content is available to everyone, removing barriers to learning.

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

Not applicable.

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

Textbook: \$160



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1998  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 398                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Economics of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Economics of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines economic development in low- and middle-income economies using economic theory and empirical approaches, informed by interdisciplinary perspectives and Indigenous views on well-being. Covers core concepts of development, alternative measures of progress, and demographic dynamics, with attention to distributional outcomes and underrepresented groups. Analyzes how policies, institutions, trade, and industrialization influence development outcomes through country case studies and cross-country perspectives. Development challenges are situated within their institutional, historical, and geographical contexts, with an emphasis on inclusive and sustainable development. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits including one of ECON 100 or ECON 101.                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 27, 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 key concepts and patterns of development with consideration for Indigenous perspectives on well-being.
2. Assess various measures and indices of development in tracking progress and achievements in poverty alleviation.
3. Examine the demographic aspects of development with emphasis on how population growth, migration, and labor force dynamics intersect with population trends in underrepresented groups.
4. Reflect on the role of policies and institutions in shaping development outcomes.
5. Explore how international trade and industrialization affect national economies and Indigenous communities.
6. Develop policy recommendations for achieving sustainable development.

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

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

**Details:**

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

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

Lectures, seminars with student discussions and presentations, and individual/group projects

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

| Type        | Author or description      | Title and publication/access details              | Year |
|-------------|----------------------------|---------------------------------------------------|------|
| 1. Textbook | Perkins, Radelet, Lindauer | Economics of Development 7th Edition, W.W. Norton | 2013 |
| 2. Textbook | Todaro, Smith              | Economic Development 13th Edition, Pearson        | 2023 |
| 3.          |                            |                                                   |      |
| 4.          |                            |                                                   |      |
| 5.          |                            |                                                   |      |

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

**Course Content and Topics**

- Concepts and patterns of development
- Growth, development, and structural changes
- Wealth, poverty, and inequality
- Economics models of growth
- Policies and Institutions for development
- Demographic aspect of development
- Labor force and human capital
- Urbanization and migration
- Physical capital accumulation
- Financing growth: domestic and international sources
- Macroeconomic stability in era of globalization
- International trade and industrialization
- Sustainable development

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 410 – Macroeconomics and Financial Markets**

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

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

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

2. Rationale for change:

Minor changes to the overall course outline are included as part of the 6-year review. These include the addition of a learning outcome that introduces aspects of *Indigenous economics* to the analysis of equilibrium outcomes studied through other learning outcomes. Textbook resources have been updated

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

Suggested additions to the learning outcomes point directly to UFV ILO5 ("Engage with Indigenous Knowledge Systems". Additionally, examination of open-economy macroeconomic models in this context also allows for considerations that align with UFV ILO7 ("Advocate for Equity, Diversity, and Inclusion). Additional justification is provided in the response to question six and seven of this memo, contained below.

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 required for students in programs offered by the School of Business (BBA, Finance Major). Minor changes to the course learning outcomes proposed in this version of the official course outline do not have any significant effect on the fulfillment of this requirement in the Finance program.

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

School of Business, Faculty of Business and Computing

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 \(UNDRIP\)](#).

Effort towards minor revisions of the course learning outcomes is intended to address two key aspects of *Indigenous economics*. Specifically, to stress a more holistic assessment of economic policy interventions, the introduction of a new learning outcome makes explicit the necessity to include context with respect to social, political, or distributional concerns (refer to Course Learning Outcome #7). Additionally, emphasis on sustainability of predicted outcomes has been introduced through small revisions to Course Learning Outcomes #3 and #6. Sustainability of outcomes features prominently in literature pertaining to *Indigenization of economic curriculum*.

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

These learning outcome changes help emphasize considerations of equity with respect to predicted outcomes of open-economy macroeconomic models and potential policy responses of government and the central bank. Herein, equilibrium outcomes are considered in the context of UFV ILO7 (“Advocate for Equity, Diversity, and Inclusion”). Specifically, the idea that the economic systems being studied can favour certain individuals and groups over others. The revision to the third and sixth learning outcomes are particularly important here. Explicit considerations of the potential distributional impacts of predicted equilibria or intervention are now established through these proposed 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):

\$100

**CWC comment and response:**

- Memo response #6 discusses an additional learning outcome in terms of Indigenization, but Indigenization does not appear to be reflected in the wording of learning outcome #7. *Core aspects of Indigenous economics include an emphasis on long run sustainability and holistic assessment of policy that incorporates other social or economic factors that extend considerations of economic efficiency. This emphasis that differentiates Indigenous economics is now present in multiple learning outcomes. As a result, I'm not certain I understand how Indigenization "does not appear".*



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version: 26/01/2024**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 410                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Macroeconomics and Financial Markets<br><b>Course Short Title:</b> Macroecon & Financial Markets                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Examines macroeconomic phenomena with a focus on the economic function of financial markets. Topics include financial markets and institutions, inflation and unemployment, interest rates in capital markets, savings and investment, business cycles, international finance, and economic growth.                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including ECON 100, ECON 101, and (MATH 111 or MATH 141).                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>Twice per year</b><br>Maximum enrolment (for information only): <b>28</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 27, 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. Detail the functions and workings of financial markets.
2. Utilize macroeconomic models to analyze the coordination of savings, investment and government deficits through financial markets.
3. Describe key characteristics of the financial regulatory system in relation to efficiency and equity criteria.
4. Illustrate the workings of government monetary policy.
5. Analyze economic fluctuations, business cycles, and economic growth.
6. Apply macroeconomic models to monetary and fiscal policy issues in terms of their long-run sustainability and equity.
7. Provide context for how other economic, or social factors have the potential to influence government or central bank intervention.
8. Model the interaction of the financial sector and macroeconomic fluctuations.
9. Analyze monetary models of open economies.

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

|                |     |                      |     |  |   |
|----------------|-----|----------------------|-----|--|---|
| Final exam:    | 30% | Assignments:         | 20% |  | % |
| Quizzes/tests: | 40% | Holistic assessment: | 10% |  | % |

**Details:**

Holistic assessment consists of integrative applied policy analysis.

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

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

Lectures will develop theories and apply them to problems in economics and business. There will be extensive use of graphing and problem solving. Formal analytic analysis and the economic intuition that underlies it are 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 | Mishkin, Serletis     | The Economics of Money, Banking, and Financial Markets, 8th Canadian Edition, Pearson | 2023 |
| 2. Textbook | Williamson            | Macroeconomics, 6th Canadian Edition, Pearson                                         | 2021 |
| 3.          |                       |                                                                                       |      |
| 4.          |                       |                                                                                       |      |
| 5.          |                       |                                                                                       |      |

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

**Course Content and Topics**

- A closed-economy, one period macroeconomic model
- Search and unemployment
- The consumption-savings decision and credit markets
- Credit market imperfections: credit frictions, financial crises, and social security
- A real intertemporal model with investment
- A monetary intertemporal model: money, banking, prices and monetary policy
- Business cycle models with Flexible prices and wages
- New Keynesian economics: sticky prices
- Money in the open economy
- Financial Institutions and their management
- Central banking and the conduct of money supply

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee

From: Bosu Seo, PhD

Date: April 11, 2025

**Subject: Proposal for revision of ECON 490**

*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:

- **Six-year review:** As part of the six-year review, this course’s calendar description, learning outcomes, and topics have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course, and to modernize the course by, for example, aligning learning outcomes with UFV’s institutional learning outcomes.
- **Calendar description:** The revision of the course description aims to align the course with UFV’s commitment to Equity, Diversity, and Inclusion (EDI) and Indigenization. Traditional macroeconomics often overlook the economic realities of marginalized communities, and by integrating EDI and Indigenization principles, we provide a more holistic, inclusive perspective on economic issues.
- **Learning outcomes:** The revision of the learning outcomes is a proactive step to ensure that the course not only provides foundational knowledge of macroeconomics but also acknowledges and addresses the experiences of diverse communities. The revision is also aligned with UFV’s broader commitment to reconciliation, decolonization, and inclusivity.
- **Course content and topics:** The revision involves integrating the best elements from a variety of textbooks, ensuring that the course content reflects the latest economic research and trends. This enhances the quality of the course and keeps it relevant in a rapidly changing field.

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                                                                                                                                                  | Program Learning Outcomes (PLOs)                                                                                                                                                                                                               | Institutional Learning Outcomes (ILOs)                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigate, analyze, and write a research paper on a particular topic in economics, including indigenous perspectives and impact of the topic on indigenous communities. | PLO1: Subject Knowledge and Understanding<br>PLO2: Subject Knowledge and its Application<br>PLO3: Effective Use of Relevant Data and Quantitative Methods<br>PLO4: Effective Communication<br>PLO5: Acquisition of Independent Learning Skills | ILO1: Apply Knowledge and Competencies Proficiently<br>ILO2: Examine Critically and Holistically<br>ILO3: Communicate Effectively<br>ILO5: Engage with Indigenous Knowledge Systems<br>ILO6: Contribute Locally and Globally<br>ILO7: Advocate for Equity, Diversity, and Inclusion<br>ILO8: 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?

NOT APPLICABLE

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

NOT APPLICABLE

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, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcome states that the independent study topic may be “*including indigenous perspectives and impact of the topic on indigenous communities*” and focus on encouraging students to analyze

economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies on Indigenous communities.

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

**Topic Selection**

Integrating EDI principles into Directed Studies in Economics encourages students to select a topic that requires a more comprehensive understanding of different social groups. Students are encouraged to expand their project by recognizing systemic inequalities and diverse economic experiences, students can critically assess policy effectiveness and contribute to more inclusive economic solutions. Below are examples of topics in this course where an instructor may introduce EDI principles:

- Theory papers
  - Discuss how theoretical predictions may affect different social groups differently, including the indigenous population.
- Empirical papers
  - Highlight how the impact of the key independent variable may have a different impact and implications for the indigenous population.
- Policy-related papers
  - Explore the differential impact of the policy on marginalized population.

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

NOT APPLICABLE

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

NOT APPLICABLE



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2032  
**Course outline form version:** 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 490                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Directed Studies in Economics<br><b>Course Short Title:</b> Directed Studies in Economics                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Directed studies in a selected area of economics under the guidance of a faculty member. This course allows students to continue research from previous courses or explore specific economic issues, sub-fields, or Indigenous economic topics in greater depth. Students will engage with relevant literature, including Indigenous knowledge, conduct econometric analysis, and produce a research paper. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | ECON 101, ECON 307, and department permission. Note: As of January 2027, prerequisites will change to 60 university-level credits including ECON 101 and ECON 307, and department permission.                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>assessment is based on individualized research and supervision that cannot be replicated through prior learning evidence.                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <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: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 27, 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. Formulate a research question and hypothesis based on the literature review and identified gaps in the existing economics literature.
2. Assess the applicability and limitations of different economic models and econometric approaches in relation to the research topic.
3. Synthesize diverse academic sources to develop a comprehensive understanding of the research topic.
4. Develop a well-structured and coherent research paper that clearly presents the research findings, supported by relevant evidence.
5. Communicate research findings effectively to diverse audiences through written work and/or presentations.

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

|          |      |   |   |   |   |
|----------|------|---|---|---|---|
| Project: | 100% |   | % |   | % |
|          |      | % |   | % |   |

**Details:**

Introduction: 20%  
 Literature review: 20%  
 Methods: 20%  
 Results: 30%  
 Conclusion: 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.)*

Meetings with faculty advisor, independent reading and research, and the preparation of written assignments/paper. Students may present their findings orally as part of the final project meeting or departmental presentation, with instructor guidance on effective communication.

**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.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

**Course Content and Topics**

Dependent on the topic chosen.

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei, Department Head of Math & Stats

Date: August 14, 2025

**Subject: Proposal for revision of MATH 355**

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

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

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

2. Rationale for change: *MATH 355 is due for a six-year review. The description and learning outcomes have been updated to reflect how the course is currently being taught.*

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

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

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

*MATH 355 is not a required course in any program.*

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

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

*In alignment with the commonly held understandings by Indigenous nations of how we interact and learn about the world, this course is learner centred, inquiry and experiential-learning based, recognizes awareness of all people in equal measure (through the common language of*

*mathematics), and supports a variety of learning styles (through class discussion, written assignments, and class presentations, for example).*

*As reflected in the First People's Principles of Learning, these approaches reflect a respectful and holistic approach to teaching and learning. Learning in mathematics in general, and in Number Theory in particular, encompasses all of the 7E's as laid out in Science First Peoples Teacher Resource Guide: Engaging and Exploring (Experiencing), Evaluating (through critique and computations), Explaining (through proofs), Elaborating (applying ideas and theories to new situations), and Environment and Elders (via the awareness of origins, and sometimes the development, of the topics at hand).*

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

*Diverse mathematical traditions and perspectives are valued in this course, participation from all individuals is encouraged, and collaborative learning is promoted. Number theory has a rich history spanning cultures from across the globe, such as ancient Indian, Arabic, and Chinese civilizations, and offers the opportunity to engage with the global roots of mathematical discovery. Inclusivity is assured by emphasizing the contributions of often underrepresented groups in mathematics. The nature of this course builds theory from fundamental properties of numbers which are accessible to all, and by encouraging diverse problem-solving approaches we ensure that all students are valued and empowered to contribute, hence creating a supportive, inclusive and equitable environment in this course.*

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

*It would be desirable to limit the class size to 24. This course is fundamentally writing-intensive as most assignments and assessments involve constructing and presenting logical arguments and formal proofs. These are essentially creative writing assignments. This is also a subject where presenting a research paper is feasible, and these projects are not feasible with a larger class size.*

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *Expected textbook cost is \$80.*

**CWC comment and response:**

- Exams total 85% of the evaluation, which does not appear to reflect EDI principles.  
*The exam is only 40%. Quizzes and term tests are 45% in total and this weight is spread across several assessments. This profile is typical of most courses in our department.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> MATH 355                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Number Theory and Applications<br><b>Course Short Title:</b> Number Theory & Applications                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>An introduction to the fundamental properties of the integers and their consequences, with applications in computation, cryptography, and communications. Topics include primes and GCDs, congruence (modular arithmetic) and its applications (divisibility tests, hashing functions, check digits), number-theoretic functions and cryptology.                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | MATH 265.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>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>50</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>50</b></td> </tr> </table>                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 50 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <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                                                                                                                                                                                                                                                                                                                                                                                     | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> June 16, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 27, 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. Define the central concepts of elementary number theory such as prime numbers, gcd, modular arithmetic, and arithmetic functions.
2. State key theorems such as the Division Algorithm, the Prime Number Theorem, Fundamental Theorem of Arithmetic, the Euler's Totient Theorem, Chinese Remainder Theorem, and Fermat's Last Theorem.
3. Apply core theorems and algorithms (for example the Chinese Remainder Theorem, Euclidean Algorithm) to prove related properties.
4. Construct rigorous proofs, illustrative examples, and relevant counterexamples concerning core number-theoretic concepts and their interrelations.
5. Apply the theory of congruences to solve problems such as constructing divisibility tests, solving linear Diophantine equations, polynomial congruences, and systems of linear congruences.
6. Implement course concepts in applications such as cryptography and error correction.
7. Perform calculations by hand and computer algebra systems.

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

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

**Details:**

Students must achieve at least 40% on the final exam in order to receive credit for this course.

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

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

This course is primarily lecture based, with some computational support provided by a computer algebra system. It is well-suited to student presentations, if feasible (depending on class size). The course is learner centred, inquiry and experiential-learning based, recognizes awareness of all people in equal measure, and supports a variety of learning styles (through class discussion, written assignments, and class presentations, for example).

**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 | JK Strayer            | Elementary Number Theory, Waveland Press                      | 2002 |
| 2. Textbook | GA Jones and JM Jones | Elementary Number Theory (SUMS series book), Springer         | 1998 |
| 3. Textbook | Kenneth H Rosen       | Elementary Number Theory and its Applications, Addison Wesley | 2011 |
| 4.          |                       |                                                               |      |
| 5.          |                       |                                                               |      |

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

**Course Content and Topics**

- Fundamental properties of the integers; divisibility and factorization (prime numbers, GCDs, Euclidean Algorithm, Fundamental Theorem of Arithmetic, factorization methods, linear Diophantine equations)
- Congruences (linear congruences, Chinese Remainder Theorem, polynomial congruences, systems of linear congruences)
- Applications of congruences (divisibility tests, hashing functions, check digits)
- Special congruences (Fermat's Theorem, Euler's Theorem, Wilson's Theorem, pseudoprimes with applications to primality testing)
- Number-theoretic functions (multiplicative functions, Euler's phi-function, Möbius Inversion, perfect numbers, Mersenne primes)
- Cryptology (block ciphers, exponentiation ciphers, public key cryptography, knapsack ciphers)
- Computer algebra systems for number theory (Maple, Mathematica, SageMath, Maxima, PARI/GP, Yacas)
- Additional topics as time permits such as: Gaussian integers and norms (sums of squares), quadratic reciprocity, continued fractions, primitive roots (order of an integer, existence of primitive roots, primality tests)

**Memo for Course Changes**

To: CACC

From: Steve Schroeder, Program Chair, Peace and Conflict Studies

Date: October 8, 2025

**Subject: Proposal for revision of PACS 100: Introduction to Peace and Conflict Studies**

*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
- X ; 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: 6-year review, Evaluation Methods: whereas all the assignments remain the same, the grade allocation for each assignment was altered to fit each assignment appropriately; Text Books: two recently-published textbooks have been added.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): there are no substantial changes to the course 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)? PACS, GDS, IS

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 \(UNDRIP\)](#).. Many class sessions of this program introductory overview course include Indigenous content in the discussion session, and there are two weeks in semester where Indigenous content is central in the class sessions (e.g., readings and discussion on "Valuing Traditional Ecological Knowledge and Indigenous Wisdom" and healing circles in relation to reconciliation).

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course reflects EDI principles in numerous ways: the course is based on the respect and equality of all human beings seen in the Universal Declaration of Human Rights; the course naturally and essentially encourages everyone to express their thoughts, opinions, and responses to course materials and in-class discussions in a variety of ways so that everyone feels comfortable doing so, i.e., verbally in class, and/or through written expression in journal assignments; and, the course operates with everyone's needs considered eg., the instructor works collaboratively with CAS staff and students and is dedicated to ensuring a safe and comfortable learning environment for all.
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): \$55.00

**CWC comment and response:**

- Should there be a learning outcome explicitly relating to Indigenization?  
*All peacebuilding approaches are included in the LOs. For the course outline, we did not wish to list all peacebuilding approaches and work individually in the LO section.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): February 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> PACS 100                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Peace and Conflict Studies                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Intro to Peace Studies                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Peace and Conflict Studies                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Surveys the history, concepts, scholarship, and analytical framework of the multidisciplinary field of peace and conflict studies. Students are introduced to the underlying causes of structural and physical violence, and to numerous peacebuilding strategies.                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>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 cannot be awarded for this course because:                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> October 13, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 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. Define the key terms and concepts in the field of peace and conflict studies.
2. Describe the causes of violence in the personal realm, structural realm, and global realm.
3. Articulate differing viewpoints in conflict and peacebuilding scenarios.
4. Identify various violent and non-violent strategies to effect change in conflict scenarios.
5. Consider the significance of international law, human rights, control of resources, and culture in peacebuilding.
6. Identify contemporary applications of peacebuilding methods in various global contexts.

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

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

**Details:**

Final project: Students work on a project over the term that focuses on one of the course themes, including a conflict analysis component and a proposed peacebuilding section (30%). This project is submitted at the end of the course.

Assignments: For each class session students write a one-page reflection on the class themes. Students also write two short essays during the course, each two pages in length (40%). Students are assessed on their presence, activity, and participation in classroom sessions and discussions (10%).

Midterm: At mid-term, students write a test on the course's central concepts, themes and definitions (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.)*

The format of this course will include lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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

| Type       | Author or description                    | Title and publication/access details                                                                                      | Year |
|------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book    | Houston Wood                             | Invitation to Peace Studies (ebook UFV library)                                                                           | 2016 |
| 2. Article | Daniel Wahl                              | Valuing Traditional Ecological Knowledge and Indigenous Wisdom and Indigenous Wisdom (open access)                        | 2016 |
| 3. Book    | Melissa K. Nelson and Dan Shilling, eds. | Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability (ebook UFV library) | 2021 |
| 4. Book    | Tripathi and Richter, eds.               | The Rowman and Littlefield Handbook of Peace and Conflict Studies: Perspectives from the Global South (open access)       | 2026 |
| 5.         |                                          |                                                                                                                           |      |

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

**Typical Course Content and Topics:**

- What is peace and conflict studies?
- Theories of violence and peace
- Trauma and trauma-informed practices
- Self and nonviolent communication
- Self, family, and community
- Conflict transformation
- Strategic peacebuilding
- Nonviolence, human rights, and social justice
- Indigenous peace ecology
- Restorative practices
- Reconciliation
- Religion and ideology
- Nonviolent strategies

## Memo for Course Changes

To: CACC

From: Steve Schroeder, Program Chair, Peace and Conflict Studies

Date: October 8, 2025

**Subject: Proposal for revision of PACS 200: Conflict Analysis & Peacebuilding in the Fraser Valley**

*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: 6-year review; Calendar Description: replace “Fraser Valley” with “Fraser Valley/S'ólh Téméxw” ; Evaluation Methods: whereas all the assignments remain the same, the grade allocation for each assignment was altered to fit each assignment appropriately.
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 only change to the course’s learning outcomes is the replacement of “Fraser Valley” with “Fraser Valley/S'ólh Téméxw”. There are no other substantial changes to the course 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)? PACS, GDS, IS
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 \(UNDRIP\)](#). Course readings include a book on residential schools, and assigned book chapters are focused on Indigenous life and experiences in the Fraser Valley. Indigenous elders and other community members are invited guests and lead class sessions. When possible over the years, PACS 200

students have gone on guided tours of the former St. Mary's Residential School in Mission, BC. Moreover, any class sessions of this course include Indigenous content in the discussion session.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course reflects EDI principles in numerous ways: the course is based on the respect and equality of all human beings seen in the Universal Declaration of Human Rights; the course naturally and essentially encourages everyone to express their thoughts, opinions, and responses to course materials and in-class discussions in a variety of ways so that everyone feels comfortable doing so, i.e., verbally in class, and/or through written expression in journal assignments; and, the course operates with everyone's needs considered eg., the instructor works collaboratively with CAS staff and the students CAS represents and is dedicated to ensuring a safe and comfortable learning environment for all.
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): \$60.00

**CWC comment and response:**

- What is the project, and where are community members drawn from? Can some additional information be included?  
*Project details have been added; community members are not part of the projects and different guests/hosts are contacted and participate in class sessions each time that the course is offered.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> PACS 200                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Conflict Analysis and Peacebuilding in the Fraser Valley<br><b>Course Short Title:</b> Conflict & Peacebuilding                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Peace and Conflict Studies                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Examines how the diverse cultural groups of the Fraser Valley/Stó:lō Téméxw approach conflict and peacebuilding within their own communities and in relation to others.                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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>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 cannot be awarded for this course because:                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> October 13, 2025</span>                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Identify the history, culture, and values of the diverse peoples of the Fraser Valley/Stó:lō Téméxw.
2. Describe conflicts that each group has encountered, and the central points of conflict.
3. Articulate each group's experiences, challenges, and concerns in the local community.
4. Describe how each group approaches peacebuilding, through analysis of case studies.
5. Define contemporary peacebuilding challenges in the Fraser Valley/Stó:lō Téméxw.
6. Describe ways for groups in the Fraser Valley/Stó:lō Téméxw to coexist in a better way.

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

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

**Details:**

Final project: Peacebuilding project related to the Fraser Valley/Stó:lō Téméxw context. Students work on a project over the term that focuses on one of the conflicts in the Fraser Valley/Stó:lō Téméxw context that includes a conflict analysis component and a proposed peacebuilding section (40%). This project is submitted at the end of the course.

Assignments: Students reflect on the week's themes and related assigned readings for each class session (20%). Students are assessed on their presence, activity and participation in classroom sessions and discussions (10%).

Test: At the mid-term mark, students will write a test that focuses on the central concepts, themes and definitions of the course (30%).

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

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

This course will be team-taught by numerous instructors from a variety of backgrounds, and by community representatives who will interact in the classroom as they instruct the material and engage in peacebuilding. Format will include lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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

| Type    | Author or description               | Title and publication/access details                              | Year |
|---------|-------------------------------------|-------------------------------------------------------------------|------|
| 1. Book | Harvey Neufeldt (ed)                | First Nations and First Settlers in the Fraser Valley (1860-1960) | 2004 |
| 2. Book | Truth and Reconciliation Commission | They Came for the Children                                        | 2012 |
| 3. Book | John Paul Lederach                  | Conflict Transformation                                           | 2003 |
| 4.      |                                     |                                                                   |      |
| 5.      |                                     |                                                                   |      |

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

**Typical Course Content and Topics:**

- Course overview and definitions
- People of the Fraser Valley/Stó:lō Téméxw: culture and ways of seeing
- Indigenous peoples of the Fraser Valley/Stó:lō Téméxw, part I: history to today
- Indigenous peoples of the Fraser Valley/Stó:lō Téméxw, part II: residential school system and genocide
- South Asian immigration to British Columbia and the Fraser Valley/Stó:lō Téméxw
- Experiences of Japanese Canadians in British Columbia (1880s ff)
- European immigrants to the Fraser Valley/Stó:lō Téméxw
- Restorative justice in Abbotsford
- Policing: local conflicts and law enforcement tactics
- Poverty, homelessness, and harm reduction
- Drug policies, overdose crisis, and harm reduction
- Recent immigrants, local needs, and opportunities to help



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**UEC MEMORANDUM**

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**TO:** UEC  
**FROM:** Amanda Grimson, UEC Assistant  
**DATE:** February 18, 2026  
**RE:** PHYS 499

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At its November 21, 2025 meeting, UEC voted to approve the new PHYS 499 course (Physics Honours Module) in concept, with learning outcomes to be revised and brought to a future meeting for final approval. The updated course outline is attached.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> PHYS 499                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Physics Honours Module                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Short Title:</b> Physics Honours Module                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Specific to the Physics Honours program, this course is to be taken in conjunction with an existing upper-level physics course approved by the Physics department. Students will be required to cover additional topics to supplement the approved course content, culminating in a final report and presentation.                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Physics Honours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | An upper-level PHYS course approved by the Physics department.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>6</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This course is to be taken alongside an existing UFV Physics course as part of the honours degree.                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>25</b></td> </tr> </table>                                                                                    |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>25</b> | <b>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> |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                              | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>25</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

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

1. Collaborate with a supervisor to determine an appropriate area of a subject worthy of advanced study.
2. Apply techniques beyond those covered in the host course to research the more complex aspects of the subject.
3. Utilize the typesetting software package LaTeX to prepare a concise scientific report on a research topic.
4. Identify the most relevant aspects of their report and effectively communicate them in an oral presentation.
5. Demonstrate an understanding of the work expectations that may be required of them in graduate school or other post-graduation careers.

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

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

**Details:**

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

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

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

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

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

| Type        | Author or description                                       | Title and publication/access details | Year |
|-------------|-------------------------------------------------------------|--------------------------------------|------|
| 1. Textbook | Textbook used will depend on the course being supplemented. |                                      |      |
| 2.          |                                                             |                                      |      |
| 3.          |                                                             |                                      |      |
| 4.          |                                                             |                                      |      |
| 5.          |                                                             |                                      |      |

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

**Course Content and Topics**

Course content will vary depending on the course being supplemented.

**Memo for Course Changes**

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

From: Dana Landry, AIS Department Head

Date: Oct. 28, 2025

**Subject: Proposal for revision of AIS399**

*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
- Other – Please specify:

2. Rationale for change: Criminology changed the requirements in the BA Crim to no longer require AIS299. Instead, students take CRIM265: Professional Practice in Criminal Justice I. The BA Crim requires AIS399, but CRIM265 is not on the list of pre-requisites for AIS399, so we wish to add it.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? It is required by the BA and BIS, but there is no foreseeable impact on the course or these programs.

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

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

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

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): N/A



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 399                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Professional Practices II<br><b>Course Short Title:</b> Professional Practices II                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Arts and Integrated Studies                                                                                                                                                                                                                                                                                                                                            |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students engage in critical professional practice discussions related to the future of work, mentorship, civic engagement, workplace innovation, ethical workplace practices, and career wellbeing and sustainability. They develop strategies for successful transition into post-university life, graduate studies, and/or career advancement.<br><br>Note: Students with credit for PORT 399 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 75 university-level credits including one of ADED 472, AIS 299 (formerly ARTS 299), or AIS 398 (formerly PORT 398), or CRIM 265.                                                                                                                                                                                                                                                                                        |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PORT 399</b><br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>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): 36 |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Prior Learning Assessment and Recognition (PLAR)</b>                                                                                                                                                                                                                                                                                                                                                                 |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>8</td> </tr> <tr> <td>Tutorials/workshops</td> <td>37</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                                                                                                                                                                                                                                                                                                                                                                                                         | 8 | Tutorials/workshops | 37 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | PLAR cannot be awarded for this course because:<br>This is an applied course designed to support students as they transition upon graduation to post-university life. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 37        |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes</b>                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">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> January 19, 2023                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |

**Learning Outcomes**

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

1. Demonstrate critical reflective practice, transferable skills, self-agency, and self-leadership in post-university contexts. (i.e., work, graduate or professional schools, entrepreneurial ventures, career advancement).
2. Use labour market and career development research to produce a personalized transition and/or professional development action plan.
3. Analyze ethical considerations using a variety of workplace situations considering equitable working conditions, technological changes, and social, environmental, economic, and political factors.
4. Develop or expand a career development support network plan (i.e., professional organizations, LinkedIn, colleagues, mentors, personal networks).
5. Demonstrate oral, written, and interpersonal communication skills used in a professional context.
6. Produce an “outward” facing digital application for sharing career or graduate school applications materials, and/or preparing materials for promotion within professional organizations.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 30% | Portfolio:           | 30% | % |
| Project:     | 20% | Holistic assessment: | 20% | % |

**Details:**

Career development research project: 20%

Network plan (i.e., professional organization social media or LinkedIn profile): 10%

Reading responses and learning activities: 10%

Mock interview and reflection: 10%

Portfolio:

- Oral presentation and self-evaluation: 10%
- e-portfolio submission: 20%

Holistic assessments (20%) may include:

- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries

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

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

| Type     | Author or description | Title and publication/access details                                                            | Year |
|----------|-----------------------|-------------------------------------------------------------------------------------------------|------|
| 1. Other | Michelle Weise        | Long Life Learning: Preparing for Jobs that Don't Exist Yet (copyright approved shared chapter) | 2020 |
| 2.       |                       |                                                                                                 |      |
| 3.       |                       |                                                                                                 |      |

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

**Course Content and Topics**

- Innovation and creativity the new workplace skill
- Long life learning
- Far transfer
- Professional career practices, processes, and products (career research, e-portfolio creation, self-agency, self-leadership, presentation skills, networking skills)
- Work in the age of disruption and labour market trends
- Career development across the life span and career planned happenstance
- Equity, diversity, and inclusion; roles and responsibilities in the workplace
- Decolonizing and Indigenization the workplace:
  - Building knowledge together
  - Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Reconciliation and reciprocity

- Personal identity and work/life career readiness goal setting.
- Career sustainability:
  - Economic factors
  - Social change
  - Wellness
  - Leadership
- Examples of selected topics (selected in response to student interest):
  - Hybrid careers
  - Principles of sustainable development (i.e., the United Nations Sustainable Development Goals)
  - The gig economy
  - Arts, science, and technology (STEM, STEAM, HEAT)
  - Remote work
  - Social innovation

**Memo for Course Changes**

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

From: Linda Pardy & Dana Landry

Date: Oct. 27, 2025

**Subject: Prerequisite Changes for AIS 480**

*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: Criminology discontinued CRIM 281 and 480. Therefore, we are removing these two courses from the prerequisites for AIS 480.

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

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

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

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

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

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): N/A



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2018  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|----|--|--|--|--|--|--|--------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 480                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Practicum/Internship II<br><b>Course Short Title:</b> Practicum/Internship II                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br>Students advance their workplace skill development as well as transfer classroom and disciplinary learning to domestic or international work integrated learning experiences.<br><br>Note: Students cannot take AIS 480 more than once.<br>Note: Students with credit for ARTS 480 cannot take this course for further credit.                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |            | 75 university-level credits including (one of AIS 380 [formerly ARTS 380], CMNS 412, , GDS 210, GEOG 396/GDS 310/SOC 396, GEOG 398/GDS 311/SOC 398, GEOG 412, GEOG 460, HIST 401, SPAN 280, SPAN 281, SPAN 380, or SPAN 381), a CGPA of 2.67, and department permission.                                                                                                                                                                                                                                 |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                         |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>ARTS 480</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>Credit/No Credit</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>36</b> |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Practicum</td> <td>80</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>100</b></td> </tr> </table>                                                                               |            | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20 | Practicum | 80 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The course is designed to further students' existing professional experiences through current, contextualized skill development. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                   | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                             | 80         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>100</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <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>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                            |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Date of meeting:</b> January 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> February 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                |  |

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

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

1. Work with limited supervision to demonstrate self-directed skills and competencies.
2. Demonstrate leadership in the workplace by showing initiative and self-motivation, being accountable, acting with integrity, upholding and furthering organizational goals and values, and supporting others.
3. Self-evaluate their performance.
4. Map their transferable skills to their post-university career goals.
5. Engage in professional network activities.
6. Reflect on personal, social, and professional benefits of the practicum/internship to address skill gaps and produce a professional development plan.
7. Present a personal career narrative for use in two or more different professional or career building contexts.

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

|              |     |            |     |  |   |
|--------------|-----|------------|-----|--|---|
| Assignments: | 25% | Portfolio: | 25% |  | % |
| Practicum:   | 50% |            | %   |  | % |

**Details:**

Students must successfully complete the practicum/internship to receive credit for the course. Successful completion is evidenced by the placement supervisor's reports to the faculty supervisor that indicates, at minimum, satisfactory performance in the practicum. Student self-evaluation progress report will also be used to gauge successful completion.

The typical assessment tool will be a portfolio which provides evidence that each of the course learning outcomes has been met, as well as any additional requirements established by the faculty supervisor and the placement supervisor. The portfolio will likely include reflections, an updated resume, samples of work done as part of the practicum/internship, journal entries, and any other assignments required by the faculty supervisor.

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

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

| Type               | Author or description                                          | Title and publication/access details                                                                          | Year  |
|--------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------|
| 1.                 | As required and based on student's program/discipline          |                                                                                                               |       |
| 2. Online resource | Assoc for Talent Development                                   | Various online articles <a href="https://www.td.org/">https://www.td.org/</a>                                 |       |
| 3. Article         | Finnie, R., Afshar, K., Bozkurt, E., Miyairi, M., & Pavlic, D. | Barista or better? New evidence on the earnings of post-secondary education graduates: A tax linkage approach | 2016  |
| 4. Article         | Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (2019).        | Integrating career development learning into <i>Graduate Employability</i>                                    | 2019\ |
| 5.                 |                                                                |                                                                                                               |       |

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

As required for placement.

**Course Content and Topics**

Practicum placement will be 80 hours completed within a single semester. The breakdown of the placement hours will be determined by the placement supervisor, the faculty supervisor, and the student.

Pre-placement training, weekly self-reflective exercises, and career development seminars will be 20 hours completed within a single semester. Students will:

- Attend pre-placement workshops or meetings.
- Participate in weekly reflective discussion/journal responses.
- Produce mid-term and final practicum or internship progress reports.
- Attend required career development seminars.

**Memo for Program Changes**

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

From: Dana Landry, Chair, Integrated and General Studies Program Committee (IGSPC)

Date: Oct.14, 2025

**Subject: Program change (Bachelor of Integrated Studies)**

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: Editorial revisions to the BIS Calendar Copy

2. Rationale for change(s):

Members of the Integrated and General Studies Program Committee reviewed the 2025/2026 BIS Calendar Copy and revised it for editorial changes and to include an updated process for declaration of thematic options within the BIS. The revisions make the BIS calendar copy more parallel to the BA calendar copy and are more student friendly, with sections reordered and content edited for accuracy and concision. In addition, the courses in the competencies have been updated to reflect course and program discontinuations.

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

While possibly creating only a negligible impact, a user-friendly, functional, current, and accurate Calendar Copy can translate to student interest in and pursuit of the BIS.

*(Only applicable memo questions have been included.)*

## Bachelor of Integrated Studies degree

The Bachelor of Integrated Studies (BIS) provides students with flexibility to create a flexible, multidisciplinary program. Students develop and demonstrate core competencies required for a variety of academic, career,s and community work environments. ~~Prior learning can be used, by assessment, to meet one or more of the competencies. Students can work with an Academic Advisor to select courses designed to meet their individual educational and/or career goals. Students interested in the BIS work closely with Academic Advisors to design their program and select courses to meet their individual educational and career goals.~~

### Quick links

- [Entrance requirements](#)
- [How to apply](#)
- [Program requirements](#)
  - [Degree requirements](#)
  - [Core competencies](#)
  - [Available declaration options](#)
  - ~~[Themes, minors, concentrations, and other specializations](#)~~
  - [Assessing educational and life experiences](#)
- [Courses at other institutions](#)
- [Relevant policies](#)
- [Residency](#)
- [Graduation requirements](#)

### ~~Assessment of professional experience~~

~~BIS students are encouraged to meet with an Academic Advisor to review how best to access Prior Learning Assessment and Recognition (PLAR). This is a process that allows students the opportunity to have previous learning and work experience assessed for credit.~~

### Entrance requirements

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

## B.C. applicants

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).

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

## Out-of-province applicants

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

## Out-of-country applicants

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

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

## Alternatives to secondary school graduation

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

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

1. Post-secondary applicants may be considered for admission to the BIS if they have the equivalent of B.C. secondary school English Studies 12 or English First Peoples 12 with a final grade of C+ or better; **or**

2. Otherwise meet the prerequisites for [ENGL 105](#) or [CMNS 125](#), and have completed one of the following:
- A minimum of 30 ~~post-secondary~~ credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00, on all credits attempted including a minimum of nine transferable university level credits;
  - A minimum of nine ~~transferable university level~~ credits, at the 100 level and above, transferable to a degree program with a minimum CGPA of 3.00, ~~calculated~~ on all credits attempted;
  - A UFV diploma (e.g. General Studies diploma, Liberal Arts diploma, ~~etc.~~) or B.C. Associate degree in Arts or Science with a minimum CGPA of 2.00; or
  - A post-secondary vocational, career, or technical ~~certificate or diploma~~ (minimum of two years post-secondary credit) (with minimum of 24 credits) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50, (equated to the UFV grading system), calculated on all courses taken.

Note: Students applying under category 1 above, with fewer than 30 credits applicable for BIS entrance at the time they apply for admission, but who have a minimum CGPA of 2.00 on all post-secondary courses attempted, may be considered for admission based on secondary school requirements.

### Option 3: Non-traditional student entrance

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have B.C. secondary school graduation or equivalent, meet the requirements for [ENGL 105](#), and submit a written statement of interest with their application. Students granted entrance under this application category ~~are required to~~ should meet with ~~the~~ BIS ~~an~~ Academic Advisor prior to registration.

Students who do not meet these requirements might consider [Qualifying Studies](#) and/or a meeting with an Academic Advisor.

### When to apply

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

## How to apply

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

### Additional documents required for a complete application:

- 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. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
  - For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, final grades are due August 3.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.
  3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

## Basis for admission decision

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

## Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supply costs vary according to course subject matter and mode of delivery.

## Program duration

The BIS program can be completed in four years of full-time study, with students taking 10 courses per calendar year. A reduced course load is permitted.

## Subsequent degree

Students who have already completed a degree at the bachelor's level may be granted an additional ~~B~~bachelor's degree, provided that the two degrees are significantly different and that the program requirements are met. At least one third of the total credits required for the additional degree, including at least 30 upper-level (300- or 400-level) credits for the subsequent degree beyond the credits taken in the first or concurrent degree, must be taken at UFV. See UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#) for more information.

## Program requirements

There are three sets of requirements for the BIS.

- [Degree requirements](#)
- [Core competencies](#)
- ~~[Themes, minors, concentrations, and other specializations](#)~~
- [Available declaration options](#)

## Degree requirements

To receive a Bachelor of Integrated Studies degree students must complete the following minimum requirements:

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- ~~CGPA of 2.00 in the BIS degree.~~
- ~~CGPA in courses for minor(s), as specified by minor program.~~
- ~~CGPA of 2.00 in all upper level credits.~~
- The 120 credits must incorporate the breadth requirement.

## Core competencies

Students must complete course work in six core competency areas:

- **Effective communications** ~~(two courses, or one course and one credential)~~
- **Numeracy** ~~(two courses, or one course and one credential)~~
- **Scientific practice** ~~(one course or credential)~~
- **Digital literacy** ~~(one course or credential)~~
- **Intercultural engagement** ~~(one course)~~
- **Professional practices** ~~(two courses, or one course and one credential)~~

**Effective communications**

**Writing foundation**

One of the following courses:

| Course   | Title                                      | Credits |
|----------|--------------------------------------------|---------|
| CMNS 125 | Introduction to Professional Communication | 3       |
| ENGL 105 | Academic Writing                           | 3       |

**Written, oral, or visual communication**

One of the following courses or credentials:

| Course   | Title                                                | Credits |
|----------|------------------------------------------------------|---------|
| ABT 135  | Business English and Communications                  | 3       |
| AH 100   | History of Art and Culture in a Global Context       | 3       |
| AH 101   | Art and Culture in the West to 1400                  | 3       |
| AH 102   | Art and Culture in the West from 1400 to the Present | 3       |
| AH 204   | Indigenous Art of the Northwest Coast                | 3       |
| CMNS     | Any 100-level or higher CMNS course                  | 3-4     |
| ENGL 104 | Introduction to Creative Writing                     | 3       |
| ENGL 105 | Academic Writing                                     | 3       |
| ENGL 200 | Introduction to Literary Critical Methods            | 3       |
| ENGL 208 | Creative Writing: Screenwriting                      | 3       |
| ENGL 210 | The Art of the Essay                                 | 3       |
| ENGL 211 | Creative Writing: Playwriting                        | 3       |
| ENGL 212 | Creative Writing: Short Fiction                      | 3       |
| ENGL 213 | Creative Writing: Poetry                             | 3       |
| ENGL 214 | Rhetoric for Contemporary Writers                    | 3       |
| ENGL 215 | Creative Writing: Creative Non-Fiction               | 3       |
| GD 101   | Fundamentals of Design                               | 3       |
| GD 102   | History of Graphic Design                            | 3       |

|                       |                                                                                                                                                                                                                                                                       |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| GD 157                | Digital Design Media I                                                                                                                                                                                                                                                | 3   |
| GD 222                | Design Inquiry: Ethos (formerly MEDA 222)                                                                                                                                                                                                                             | 3   |
| GEOG 257/<br>CMNS 257 | Environment: Science and Communications                                                                                                                                                                                                                               | 3   |
| HSER 120              | Interpersonal Communications for Human Services                                                                                                                                                                                                                       | 3   |
| JRNL 201/ CMNS<br>201 | Foundations of Journalism Practice                                                                                                                                                                                                                                    | 3   |
| MEDA 260              | Exploring Creativity                                                                                                                                                                                                                                                  | 3   |
| SOC 254               | Writing for Social Sciences                                                                                                                                                                                                                                           | 3   |
| THEA 111              | Performance Skills for Work and Life                                                                                                                                                                                                                                  | 3   |
| THEA 112              | Acting Fundamentals                                                                                                                                                                                                                                                   | 3   |
| VA 113                | Introduction to Drawing                                                                                                                                                                                                                                               | 3   |
| VA 115                | Introductory Studio I: Material Practices <u>(discontinued)</u>                                                                                                                                                                                                       | 3   |
| VA 116                | Intro to Studio II: Space, Form, and Time <u>(discontinued)</u>                                                                                                                                                                                                       | 3   |
| VA 160                | Introduction to Video Production (discontinued)                                                                                                                                                                                                                       | 3   |
| VA 180                | Digital Photography                                                                                                                                                                                                                                                   | 3   |
| or                    | Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN course                                                                                                                                                                                      | 2-6 |
| or                    | Completion of one of the following credentials: <ul style="list-style-type: none"> <li>• <a href="#"><u>Paralegal certificate</u></a></li> <li>• <a href="#"><u>Paralegal diploma</u></a></li> <li>• <a href="#"><u>Records Management certificate</u></a></li> </ul> |     |

Note: A single CMNS or ENGL course can be used to meet only one program requirement.

## Numeracy

### Mathematics/Statistics

One of the following courses:

| Course   | Title                                      | Credits |
|----------|--------------------------------------------|---------|
| MATH     | Any 100-level or higher MATH course        | 3-4     |
| PSYC 110 | Applied Statistical Analysis in Psychology | 3       |
| STAT 104 | Introductory Statistics                    | 4       |
| STAT 106 | Statistics I                               | 4       |

### Use and interpretation of numerical data

One of the following courses or credentials:

| Course  | Title                                | Credits |
|---------|--------------------------------------|---------|
| BUS 143 | Introductory Financial Accounting I  | 3       |
| BUS 144 | Introductory Financial Accounting II | 3       |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| BUS 145           | Introductory Financial Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3   |
| BUS 226           | Economic and Business Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3   |
| CIVI 200          | Evidence-Based Decision Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3   |
| CRIM 220          | Research Methods in Criminology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3   |
| CRIM 320          | Quantitative Research Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3   |
| ECON 100          | Principles of Microeconomics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3   |
| ECON 101          | Principles of Macroeconomics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3   |
| GEOG 252          | Explanation in Geography: Quantitative Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4   |
| GEOG 253          | Introduction to Geographic Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4   |
| MATH              | Any 100-level or higher MATH course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3-4 |
| MGMT 340          | Performance and Cost Measurement<br><u>(discontinued)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3   |
| PSYC 202          | Research Methods in Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4   |
| SOC 255/ MACS 255 | Introduction to Social Research (formerly also offered as ANTH 255)                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3   |
| STAT              | Any 100-level or higher STAT course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3-4 |
| or                | Completion of one of the following credentials: <ul style="list-style-type: none"> <li>• <a href="#"><u>Architectural Drafting Technician certificate</u></a></li> <li>• <a href="#"><u>Automation and Robotics Technician diploma</u></a></li> <li>• <a href="#"><u>Bookkeeping for Small Business certificate</u></a></li> <li>• <a href="#"><u>Carpentry certificate</u></a></li> <li>• <a href="#"><u>Construction Electrician certificate</u></a></li> <li>• <a href="#"><u>Electronics Technician certificate</u></a></li> </ul> |     |

Note: A single MATH or STAT course can be used to meet only one program requirement.

### Scientific practice

One of the following courses or credentials:

| Course   | Title                               | Credits |
|----------|-------------------------------------|---------|
| AGRI 123 | Horticulture Skills I               | 3       |
| AGRI 124 | Introduction to Horticulture        | 3       |
| AGRI 129 | Horticulture Skills II              | 3       |
| AGRI 163 | Pest Biology and Identification     | 3       |
| AGRI 238 | Equine Production and Management    | 3       |
| ASTR 103 | Astronomy: The Solar System         | 4       |
| ASTR 104 | Stars, Galaxies, and the Cosmos     | 4       |
| BIO      | Any 100-level or higher BIO course  | 3-8     |
| CHEM     | Any 100-level or higher CHEM course | 3-6     |
| GEOG 103 | The Physical Environment            | 4       |

|          |                                                                     |     |
|----------|---------------------------------------------------------------------|-----|
| GEOG 116 | Earth Rocks                                                         | 4   |
| HSC 111  | Human Anatomy and Physiology I                                      | 4   |
| KIN 163  | Introduction to Exercise Physiology                                 | 4   |
| KIN 170  | Basic Human Anatomy                                                 | 4   |
| PHYS     | Any 100-level or higher PHYS course                                 | 3-5 |
| PSYC 202 | Research Methods in Psychology                                      | 4   |
| or       | Completion of one of the following credentials:                     |     |
|          | • <a href="#"><u>Automation and Robotics Technician diploma</u></a> |     |
|          | • <a href="#"><u>Construction Electrician certificate</u></a>       |     |
|          | • <a href="#"><u>Electronics Technician certificate</u></a>         |     |
|          | • <a href="#"><u>Practical Nursing diploma</u></a>                  |     |

Note: Teacher education programs have specific lab science requirements. Students planning to apply for Teacher Education programs should check each programs' admissions requirements.

### Digital literacy

One of the following courses or credentials:

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| ADED 380           | Educational Technologies                                     | 3       |
| ADED 415           | Facilitating e-Learning                                      | 3       |
| BUS 160/ CIS 110   | Computerized Business Application and MIS                    | 3       |
| CIS                | Any 100-level or higher CIS course                           | 3-4     |
| CMNS 126           | Communicating Visually in Organizations                      | 3       |
| CMNS 201/ JRNL 201 | Foundations of Journalism Practice                           | 3       |
| CMNS 251           | Professional Report Writing                                  | 3       |
| CMNS 301/ JRNL 301 | Multimedia Journalism                                        | 3       |
| CMNS 320           | Editing Principles and Applications                          | 3       |
| CMNS 375           | Print and Digital Document Design                            | 3       |
| CMNS 390           | Designing User-friendly Guides, Manuals, and Instructions    | 3       |
| CMNS 399D          | Informational Graphics                                       | 3       |
| COMP               | Any 100-level or higher COMP course                          | 3-4     |
| ENGR 151           | Computer-Aided Engineering Graphics                          | 4       |
| GD                 | Any GD course except GD 102                                  | 3-6     |
| GEOG 253           | Introduction to Geographic Information Systems               | 4       |
| GEOG 357/ BIO 357  | Conservation GIS                                             | 4       |
| GEOG 358           | Forensic Geographic Information Systems (formerly GEOG 300N) | 4       |
| VA 119             | Intro Studio III: Digital Multi-Tool ( <u>discontinued</u> ) | 3       |
| VA 160             | Introduction to Video Production (discontinued)              | 3       |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| VA 180                     | Digital Photography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3 |
| VA 271                     | Interdisciplinary Collaborative Art Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 |
| VA 365/ FILM 365/ JRNL 365 | Documentary Video Storytelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 |
| or                         | <p>Completion of one of the following credentials:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Applied Business Technology certificate</u></a></li> <li>• <a href="#"><u>Architectural Drafting Technician certificate</u></a></li> <li>• <a href="#"><u>Automation and Robotics Technician diploma</u></a></li> <li>• <a href="#"><u>Bookkeeping for Small Business certificate</u></a></li> <li>• <a href="#"><u>Electronics Technician certificate</u></a></li> <li>• <a href="#"><u>Legal Administrative Assistant certificate</u></a></li> <li>• <a href="#"><u>Library and Information Technology diploma</u></a></li> <li>• <a href="#"><u>Medical Office Assistant certificate</u></a></li> <li>• <a href="#"><u>Paralegal certificate</u></a></li> <li>• <a href="#"><u>Paralegal diploma</u></a></li> <li>• <a href="#"><u>Records Management certificate</u></a></li> </ul> |   |

### Intercultural engagement

One of the following courses:

| Course                        | Title                                                             | Credits |
|-------------------------------|-------------------------------------------------------------------|---------|
| AH 204                        | Indigenous Art of the Northwest Coast                             | 3       |
| ANTH 111                      | First Nations of British Columbia – Traditional Cultures          | 3       |
| CMNS 180                      | Introduction to Intercultural Communication                       | 3       |
| EAP                           | EAP 056 or higher (see Note 2)                                    | 3-6     |
| EDUC 290                      | Introduction to Aboriginal Culture and Language Education         | 4       |
| EDUC 291                      | Intermediate Studies in Aboriginal Culture and Language Education | 4       |
| ENGL 228                      | Indigenous Literature                                             | 3       |
| GDS 311/ GEOG 398/<br>SOC 398 | International Internship                                          | 6       |
| GEOG 312                      | Nature, Power, and Place                                          | 4       |
| GEOG 346                      | Geography of Religion and Peacebuilding (discontinued)            | 4       |
| HIST 103                      | Stó:lō History                                                    | 3       |
| HIST 396O                     | Residential Schools in Canada                                     | 4       |

|                  |                                                                                     |     |
|------------------|-------------------------------------------------------------------------------------|-----|
| IDS 300F         | Planting Reconciliation (discontinued) (see Note 3)                                 | 3   |
| IDS 400D         | Reconciliation for Residential Schools (discontinued) (see Note 3)                  | 3   |
| IDS 400E         | Performing Canada's 150 (discontinued) (see Note 3)                                 | 3   |
| IPK              | IPK 102 or higher                                                                   | 3-9 |
| LAS 200/ SOC 200 | Social Issues in Latin America                                                      | 3   |
| PACS 200         | Conflict Analysis and Peacebuilding in the Fraser Valley                            | 3   |
| PLAN 466/ GD 466 | Community Planning and Development: International Studio (formerly GEOG 466/GD 466) | 5   |
| SOC 250          | Sociology of Development: The Global South (formerly also offered as GDS 250)       | 3   |
| or               | Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN           | 2-6 |
| or               | An approved, relevant internship or practicum not listed above                      |     |

Note 1: A single course can be used to meet only one program requirement.

Note 2: EAP courses are considered developmental level and are not awarded university credit.

Note 3: Some additional sections of IDS 300 or IDS 400 (both discontinued) may be used to meet this requirement, depending on topic. Students interested in using an IDS 300 or IDS 400 course should check with their ~~BIS advisor~~ Academic Advisor.

## Professional practices

Required course:

| Course  | Title                                                             | Credits |
|---------|-------------------------------------------------------------------|---------|
| AIS 398 | Professional Practices for Integrated Studies (formerly PORT 398) | 3       |

One of the following courses or credentials:

| Course   | Title                                                                                                                                                                                                                                                                                                                                            | Credits |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| AIS 399  | Professional Practices II (formerly PORT 399)                                                                                                                                                                                                                                                                                                    | 3       |
| COOP 110 | Co-op Work Term I                                                                                                                                                                                                                                                                                                                                | 6       |
| or       | UFV internship or practicum course in any discipline                                                                                                                                                                                                                                                                                             |         |
| or       | Completion of a Continuing Education program that has a practicum component (e.g. <a href="#">Activity Assistant</a> , <a href="#">Legal Administrative Assistant</a> , <a href="#">Medical Office Assistant</a> , <a href="#">Public Relations</a> , <a href="#">Records Management</a> , <a href="#">Veterinary Administrative Assistant</a> ) |         |
| or       | Completion of one of the following Continuing Education programs: <ul style="list-style-type: none"> <li>• <a href="#">Bookkeeping for Small Business certificate</a></li> <li>• <a href="#">Coding Skills associate certificate</a></li> <li>• <a href="#">Human Resources Management certificate</a></li> </ul>                                |         |

- [Library Technology Post-diploma certificate](#)
- [Management Skills for Supervisors certificate](#)
- [Paralegal certificate](#)
- [Paralegal diploma](#)

## ~~Themes, minors, concentrations, and other specializations~~

~~Students can choose from the following degree pathways: themes, minors, concentrations, Co-operative Education, and General option (no specialization).~~

~~Students wishing to declare a minor or theme should indicate their intent to do so by 60 credits or, for transfer students with more than 60 credits, at time of entry.~~

## Available declaration options

### Themes

~~Themes allow students to create an individualized ~~customized~~ program of study in an area for which UFV does not offer a major or minor. ~~Students must receive approval from the BIS Advisor or Chair before selecting courses that build towards a theme, Students complete their theme using upper-level courses from two or more disciplines.~~~~

~~Students cannot create a theme related to a regulated profession, such as occupational therapy, social work, accounting, or engineering.~~

~~All Themes must meet the following requirements:~~

- A minimum of 24 upper-level credits approved for use in the Theme.
- A minimum of 12 upper-level credits approved for use in the Theme to be completed at UFV.
- Upper-level credits from a minimum of two distinct disciplines used within the Theme.
- ~~A minimum 2.00 CGPA and, or a minimum C grade in all courses used within the Theme.~~
- Students who wish to declare a Theme must be in good academic standing (minimum CGPA of 2.00 on all credits attempted.)

~~Please see the Bachelor of Integrated Studies website or the Advising Centre website for information and forms on completing a theme.~~

### Process for declaring an individualized Theme

To plan and declare a Theme, students should book an appointment with an Academic Advisor at [ufv.ca/advising](http://ufv.ca/advising).

Students wishing to propose a Theme typically engage in the following process:

- Student meets with an Advisor to signal their interest (at around 45-60 credits)
- Advisor discusses with student.
- Student takes either AIS 398 (required for the Professional Practices Competency) or a self-guided module for Developing a Proposal for a Theme, submitted for approval by the Associate Dean, Social Sciences.
- After the Theme is approved, meet with an Academic Advisor to plan for completion of the courses and/or credentials identified in their Theme.
- Please note that many programs have waitlists and do not offer courses every semester. Ongoing course planning with Academic Advisors is central to completing a BIS successfully.

### Minors and extended minors

Students select electives to complete one or more minors or extended minors. Refer to the appropriate calendar details for the minor or extended minor requirements.

Students may not complete both a minor and an extended minor in the same program.

Note: For students completing a theme option, only two upper-level courses (maximum of eight credits) of a minor or extended minor can be used toward the theme.

### General option

Students select courses to complete a minimum of 120 credits, of which at least 45 credits must be upper-level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance a career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is developed according to the intended learning goals of the individual.

### Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Integrated Studies degree program. See the [Co-operative Education](#) section for more details.

### Declaration of minors or themes

~~Students may formally declare minors or intention to complete a theme after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have a minimum CGPA of 2.00 on all credits attempted and earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a theme as soon as possible.~~

~~Students will be required to make this declaration by 90 credits, or upon entry to degree program, whichever is later. Students may request to declare a minor or theme after 90 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or theme may be able to graduate with a BIS, general option (no specialization).~~

~~Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.~~

### Assessing educational and life experiences

#### Taking cCourses at other institutions

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission. A Letter of Permission request is available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.00) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student.

Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 90. A minimum of 30 credits must be completed at UFV. A minimum of 24 upper-level credits must be completed at UFV. Within these limits, transfer credit may be applied to the BIS with courses

passed with a grade of D or better. A D grade may not be sufficient for prerequisite purposes. Transfer credit is not used in the calculation of the institutional cumulative grade point average.

#### Transfer Credit and PLAR

#### **Transfer Credit policy (107) and Prior Learning Assessment and Recognition (PLAR) policy**

**(94): Students who successfully complete academic course work at another post-secondary institution may be able to transfer this credit to UFV to satisfy BIS degree requirements. Students will need to have earned a grade of C- or better in their transfer courses to use these to meet prerequisite requirements for UFV courses, unless otherwise specified. Students may also be able to earn academic credit through an assessment of prior learning.**

### Relevant policies

**Course Repeat policy (86):** Students are not permitted to register for the same course more than three times. Students wishing to register for a course for a fourth time should connect with the **Student Rights and Responsibilities Office**. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

**Undergraduate Continuance policy (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

**Subsequent and Concurrent Bachelor Degree policy (98):** Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are different, and that the student has met the program requirements. Students will complete at least one third of the total credits required for the additional degree, including at least 30 additional upper-level credits, beyond the credits taken in the first or concurrent degree. All 30 upper-level credits must be obtained through completion of UFV courses.

#### **Transfer Credit policy (107) and Prior Learning Assessment and Recognition (PLAR) policy**

**(94): Students who successfully complete academic course work at another post-secondary institution may be able to transfer this credit to UFV to satisfy BIS degree requirements. Students will need to have earned a grade of C- or better in their transfer courses to use these to meet prerequisite requirements for**

~~UFV courses, unless otherwise specified. Students may also be able to earn academic credit through an assessment of prior learning.~~

## Residency

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BIS degree requirements, under the following restrictions:

1. Of the 120 credits for the BIS, 30 must be completed at UFV.
2. Of the 45 upper-level credits for the BIS, 24 must be completed at UFV.
3. For a minor program, at least 50% of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

## Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with ~~an~~ the BIS-Academic Advisor. ~~Degree candidates who qualify to receive a UFV degree must be approved by the BIS Academic Advisor and Senate.~~

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- CGPA of 2.00 in the BIS degree.
- CGPA in courses for minor(s), as specified by minor program.
- CGPA of 2.00 in all upper-level credits.
- The 120 credits must incorporate the breadth requirement.

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

**Memo for Program Changes**

To: FECHD Curriculum Committee

From: Carolyn MacLaren, Director, School of Continuing Education

Date: October 10, 2025

**Subject: Program change – Legal Administrative Assistant certificate 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: Enhance Decolonization and Indigenization Efforts. Graduation requirement has been updated.

2. Rationale for change(s):

**Program Review:** All program changes are a result from a Program Review completed in 2024.

**Alignment with Academic Protocols:** These changes bring programs in the School of Continuing Education into closer alignment with institutional academic protocols. This alignment reduces confusion for students, instructors, and administrative staff, ensuring consistency and clarity across departments.

**Official Course Outlines Created:** The Legal Administrative Assistant (LAA) program was originally set up as modules. Course Outlines have been created to officially update and document each course. The creation of Official Course Outlines will assist students, instructors, and staff in understanding the updated learning outcomes and details of courses. It will allow stakeholders to find course descriptions in the calendar. It will also allow for transparency and more effective administration of the program.

**Enhance Decolonization and Indigenization Efforts:** The program now integrates principles of Indigenization by embedding Indigenous perspectives, knowledge systems, and culturally respectful practices into the curriculum. This will help support students to work effectively and ethically with Indigenous clients, communities, and legal contexts. These efforts also support UFV's Institutional Learning Outcomes of graduates being able to "Engage with Indigenous Knowledge Systems" and to "Advocate for Equity, Diversity, and Inclusion."

**Change in Admission Requirement:** Language in the admission requirements has been simplified. The request for a resume and letter from an employer has been removed to prevent barriers for students. Reference to the ABT program has been removed as it could be viewed as a difficult credential to achieve.

**Graduation Requirement:** The graduation requirement has been changed from a 4.0 (A) cumulative program GPA to a 3.67 (A-) cumulative program GPA. This decision was made to maintain the integrity of the program but remove barriers.

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

Program Outcomes have been developed for the LAA program. The Legal Administrative Assistant program aligns with majority of UFV's Institutional Learning Outcomes. These include:

- Describe provincial and federal laws relating to Indigenous peoples, organizations, and land. (ILO 5, 7)
- Articulate their positionality in relation to key reconciliation frameworks, including recommendations of the Truth and Reconciliation Commission's 94 Calls to Action, UNDRIP, and DRIPPA. (ILO 5, 7, 8)
- Develop critical thinking skills to effectively make decisions and problem solve. (ILO 1, 2, 8)
- Apply appropriate digital literacy and technical skills within legal environments. (ILO 3)
- Communicate effectively to diverse stakeholders in legal settings. (ILO 3, 4)
- Apply legal knowledge and procedures to a wide range of legal administrative situations. (ILO 1, 2)

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

This is one of the key goals from our Program Review. Indigenization and decolonization have been woven throughout the LAA program. It is included in our Program Outcomes and course learning outcomes. Indigenous learning materials and resources have been incorporated into all courses. Holistic assessments include Indigenous practice reflection and Indigenous guest sessions.

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

No additional resources will be required.

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

Students will receive updated and enhanced curriculum. Changes should attract more students to the program and ultimately assist with employment success. The changes are expected to increase student enrolment.

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?

This is a non-credit program.

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

No resources are required to accommodate the program changes.

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

There are no electives for this program.

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 or changes. The program will continue with the same budget.

**CWC comment and response:**

- Please provide more information on what would trigger the request for a resume and employer record as well as an interview. The way it is currently expressed, this clause appears to be arbitrary.

*A request for further information may arise if student is unsure if they obtained actual administrative experience. They can supply this info via a resume or letter or discuss with the CE Coordinator or instructor in an intake interview. The coordinator and/or instructors may want to see proof of administrative experience from high school graduates - again they could provide a resume or letter or discuss in an intake interview/meeting.*

## Legal Administrative Assistant certificate

This ~~advanced~~ program is intended for ~~students with an interest in office work or experienced office workers -who wish to advance who wish to increase~~ their career options, ~~or candidates with successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to the UFV Applied Business Technology certificate. Drawing on legal frameworks, and with a focus towards decolonization and indigenization, TthisThis~~ comprehensive, ~~five-month,~~ full-time program ~~includes eight courses and~~ prepares students for employment in a variety of ~~organizations including: private and public sector organizations. Employers includeing~~ law firms, real estate companies, financial institutions, law enforcement agencies, correctional institutions, and government agencies such as ~~regulatory bodies, municipalities, and BC Public Service divisions (e.g., such as registry services, or~~ court services, and Crown Counsel offices).

The program also integrates ~~principles of Indigenization by embedding~~ Indigenous perspectives, knowledge systems, and culturally respectful practices into the curriculum. ~~This will help~~ students to work effectively and ethically with Indigenous clients, communities, and legal contexts.

~~Upon completion, graduates will be familiar with the use of legal vocabulary, able to perform legal administrative duties and procedures in all the specialty areas, and able to apply principles of organizational and priority setting.~~

### Program Learning Outcomes

~~The goal of the program is to provide students with the knowledge and skills to perform the duties required of a legal administrative assistant.~~

~~By the end of the program, graduates will be able to:~~

- ~~1. Describe provincial and federal laws relating to Indigenous peoples, organizations, and land.~~

2. Articulate their positionality in relation to key reconciliation frameworks, including recommendations of the Truth and Reconciliation Commission's 94 Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and Declaration on the Rights of Indigenous Peoples Act (DRIPA).
3. Develop critical thinking skills to effectively make decisions and problem solve.
4. Apply appropriate digital literacy and technical skills within legal environments.
5. Communicate effectively to diverse stakeholders in legal settings.
6. Apply legal knowledge and procedures to a wide range of legal administrative situations.

Upon successful completion of ~~all courses~~the theory component, students will be placed in a practicum setting.

Students are expected to have foundational digital literacy/computer skills ~~in order to~~to be successful in this program. To gain employment in the industry, graduates may also be expected to have a minimum keyboarding speed of 50 words per minute.

## Entrance requirements

1. Applicants must meet the ~~D~~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. One of the following:
  - ~~Successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to UFV's **Applied Business Technology certificate.**~~

- Successful completion of a business office training program at the post-secondary level (such as UFV's Applied Business Technology certificate), within two years of the program start date.
  - One full year of administrative experience within the past ~~two~~ four years. Applicants must submit a resume and letter from their employer confirming their position. Applicants may be requested to submit a resume and letter from their past or current employer confirming their position or participate in an intake interview.
4. Applicants must be willing to undertake a Criminal Records Check prior to placement in the practicum, if required by the host.

## When to apply

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See **Continuous application process** for more information.

Applications are accepted on or after a certain date, for a specific semester.

Application dates for specific intake applications:

- Fall (September): October 1
- Winter (January): May 1
- Summer (May): October 1

Applications should be submitted as soon as possible after the first day to apply. Programs that have competitive entry may have a specific deadline date to apply.

See [Specific intake application process](#)

## How to apply

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

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.](#)

## Fees and additional costs

[Upon acceptance into the program, full tuition is due at the time of registration.](#)

Please see the [School of Continuing Education](#) webpage for current fee information. See the [Fees and Other Costs](#) section for additional information.

[All tuition fees that total more than \\$100 in a calendar year are fully tax deductible.](#)

## Financial aid

Financial aid is available from a variety of sources. For more information, contact the [Financial Aid and Awards](#) office at either the Abbotsford or Chilliwack campus.

A variety of bursary applications are also available from the Financial Aid and Awards offices. [Connect with the Indigenous Student Centre to learn about Indigenous specific aids and awards.](#)

## Program duration

[The Legal Administrative Assistant certificate is 600 hours and 7 months in duration.](#)

## Dates and location

This ~~is a seven-month, full-time program that~~ may be offered online or in a hyflex format [\(option of online or in-person\)](#). Any classroom instruction takes place at the Clearbrook Centre in Abbotsford. The practicum follows directly after successful completion of the ~~theory courses components~~ and is held at ~~various~~ locations throughout [the province where the student resides, the Fraser Valley and Lower Mainland.](#)

## Program outline

| <u>Course</u> | <u>Title</u>                                       | <u>Hours</u> |
|---------------|----------------------------------------------------|--------------|
| <u>LAA 01</u> | <u>Legal Office Procedures</u>                     | <u>55</u>    |
| <u>LAA 02</u> | <u>Litigation</u>                                  | <u>90</u>    |
| <u>LAA 03</u> | <u>Corporate Law</u>                               | <u>90</u>    |
| <u>LAA 04</u> | <u>Conveyancing</u>                                | <u>90</u>    |
| <u>LAA 05</u> | <u>Family Law</u>                                  | <u>90</u>    |
| <u>LAA 06</u> | <u>Wills &amp; Estates</u>                         | <u>90</u>    |
| <u>LAA 07</u> | <u>Practicum Preparation &amp; Career Planning</u> | <u>25</u>    |
| <u>LAA 08</u> | <u>Practicum</u>                                   | <u>70</u>    |

The program is divided into seven modules as listed below. The first module is an overview of general legal procedures, five cover the specialty areas of law, and the last module is the practicum.

### Introduction to Llegal Ooffice Pprocedures

- The legal system
- The legal administrative assistant
- Office systems
- Basic legal documents
- Cultural Competency in the legal office (if not in its own module)

### Litigation

- Commencing civil procedures
- Service and interlocutory applications
- Pretrial procedures
- Trial procedures and alternative dispute resolution procedures
- Collections

### Corporate Llaw

- The nature of business
- Incorporation for B.C. non-reporting companies
- Post-incorporation procedures
- General corporate procedures

## Wills and Estates

- Wills and codicils
- Letters of probate
- Letters of administration
- Transmission and distribution procedures

## Conveyancing

- Introduction to conveyancing
- Preliminary conveyancing procedures
- Final conveyancing procedures

## Divorce and Family Law

- Introduction to family law
- Undefended divorce procedures
- Defended divorce procedures
- Supplementary applications
- Provincial and Supreme Court adoptions

## Practicum

The practicum must be taken immediately following the six theory modules.

## Program requirements

Students will be evaluated for each [course module](#) in the program on [contributions to the classroom, professionalism, classroom participation and professionalism](#), assignments, [study](#) projects, and by [written](#) examination.

~~Students must maintain a cumulative GPA of 4.00 (A) in all theory modules to be eligible for the practicum. Students must successfully complete all courses with a minimum program cumulative GPA of 3.67 (A-), prior to practicum placement.~~

Students must successfully complete all [coursestheory components](#) prior to practicum placement.

## Graduation requirements

~~To be eligible to graduate, students must successfully complete all courses with a minimum cumulative GPA of 4.00 (A) and receive credit (CR) for the practicum. To be eligible to graduate, students must complete all courses with a minimum program cumulative GPA of 3.67 (A-) and receive credit (CR) for the practicum.~~

## For more information

Contact [the School of](#) Continuing Education at 604-851-6324, or 604-504-7441 local 6324, or toll-free (within Canada) 1-888-504-7441 local 6324, or [continuingeducation@ufv.ca](mailto:continuingeducation@ufv.ca).

**Memo for New Course**

To: FECHD Curriculum Committee

From: Carolyn MacLaren, Director, School of Continuing Education

Date: October 30, 2025

**Subject: Proposal for new courses Legal Office Procedures – LAA 01, Litigation – LAA 02, Corporate Law – LAA 03, Conveyancing – LAA 04, Family Law – LAA 05, Wills & Estates – LAA 06, Practicum Preparation & Career Planning – LAA 07, Practicum – LAA 08**

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

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

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

The School of Continuing Education conducted a program review in 2024 for the Legal Administrative Assistant (LAA) program. All course changes are a result from the program review recommendations. The LAA courses were originally set up as modules. Official Course Outlines (OCOs) have been created to update and document each course. The creation of OCOs will assist students, prospective students, instructors, and staff in understanding the updated learning outcomes and details of the course. It will allow all stakeholders to find course descriptions in the Academic Calendar. These changes bring programs in the School of Continuing Education into closer alignment with institutional academic protocols. The review also ensured that the program provides current content required for employment. This is a non-credit program.

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 \(ILOs\)](#):

| Course                                           | ILOs                   |
|--------------------------------------------------|------------------------|
| LAA 01 – Legal Office Procedures                 | 1, 3, 5, 7, 8          |
| LAA 02 – Litigation                              | 1, 2, 3, 4, 5, 7, 8    |
| LAA 03 – Corporate Law                           | 1, 2, 3, 4, 5, 7, 8    |
| LAA 04 - Conveyancing                            | 1, 2, 3, 4, 5, 7, 8    |
| LAA 05 – Family Law                              | 1, 2, 3, 4, 5, 7, 8    |
| LAA 06 – Wills & Estates                         | 1, 2, 3, 4, 5, 7, 8    |
| LAA 07 – Practicum Preparation & Career Planning | 1, 3, 4, 5, 6, 7, 8    |
| LAA 08 – Practicum                               | 1, 2, 3, 4, 5, 6, 7, 8 |

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

No, these courses are not required for any other discipline.

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

A program working group comprised of UFV Legal Administrative Assistant (LAA) expert instructor, LAA alumni who are instructors, LAA Indigenous instructor, Paralegal instructor who is a lawyer, external consultants including practicum employers - Paralegal, Notary Public. UFV's Teaching and Learning Centre has also been consulted and provided feedback (Claire Hay, Specialist, and Leanne Joe, Indigenous Curriculum Developer). In addition, the Office of the Registrar has been consulted regarding course codes and numbering (Daniel Goertz and Amanda Grimson).

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

A new discipline designation is not required.

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 \(UNDRIP\)](#).

**Legal Office Procedures – LAA 01**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: the role of Indigenous justice frameworks; respectful integration of Indigenous language terms; culturally sensitive handling of Indigenous client information and integrate Indigenous consent principles for data stewardship; incorporating Indigenous cultural protocols and sensitivity around timelines; trauma-informed communication techniques with a focus culturally safe interactions with Indigenous clients; reflecting critically on Indigenous legal traditions, trauma-informed office practices, and the Truth and Reconciliation Commission Calls to Action as they apply to legal administrative work. Holistic assessments include Indigenous practice reflection and Indigenous guest sessions.

**Litigation – LAA 02**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: litigation that adopts cultural sensitivity and trauma-informed practices; cultural competency including practices that respect Indigenous communities and individuals, including alternative dispute resolution; summarizing the TRC's Calls to Action that are relevant to the justice system and explain the implications for Legal Administration Assistants.

**Corporate Law – LAA 03**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: identifying the historical impacts associated with settler-colonialism and corporate culture on

Indigenous communities, land, and resources; articulating the corporate structures entered into by individuals, organizations, and Indigenous communities as well as the goals of each of these entities including cultural goals of Indigenous corporations.

**Conveyancing – LAA 04**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes identifying historical implications associated with fee simple holdings, Indigenous land and resources, and examine issues and impacts of settler-colonialism on the unceded lands of British Columbia. It also includes demonstrating accurate identification procedures for Indigenous Peoples (i.e., Government issued ID, Status Card & Indigenous Citizenship Cards (Métis).

**Family Law – LAA 05**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: explaining historical implications of colonialism on family structure and its impact on both Indigenous and non-Indigenous families, and includes a resource, *Decolonizing Family Law Through Trauma-Informed Practices*.

**Wills & Estates – LAA 06**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: identifying distinct procedures for Indigenous will-makers with status under the Indian Act and the administration of on-reserve estates; and includes the following resource - *Guide to Wills and Estate Planning for First Nations Clients Living on Reserves*.

**Practicum Preparation & Career Planning – LAA 07**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus. Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: assessing personal readiness for practicum participation, reflecting on professional behaviour, workplace expectations and the importance of cultural humility and reconciliation efforts; developing a personal plan that includes strategies for effective communication, time management, respectful engagement with clients, colleagues and other communities such as Indigenous peoples; and cultural awareness in orientation activities.

**Practicum – LAA 08**

Indigenization and decolonization were key goals when updating the Legal Administrative Assistant program and courses. Our program learning outcomes and course learning outcomes reflect this focus.

Explicit examples include the use of flexible delivery methods, territory acknowledgements, and incorporation of Indigenous knowledge texts and resource materials. This course also includes: incorporating the principles of equity, inclusion, cultural competency, and decolonization while completing tasks and engaging with team members and clients.

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

**Assignment design**

Students will be able to meet the course requirements through a variety of assessment methods. The incorporation of universal design principles will underpin assignments and students are provided with a range of assignment types throughout the program.

**Topic Selection**

Program and course topics are varied and are built to current employment standards and expectations. Students are taught all aspects of legal administrative practice with a focus on diverse workplaces and clients. A focus on being culturally sensitive and competent are taught in this program. For example, understanding and accommodating culture, gender, and class issues.

**Curriculum delivery**

The courses are offered through an online and hybrid model, increasing flexibility and accessibility for students.

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

There are no special considerations.

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

**Legal Office Procedures – LAA 01:** The only cost to the student, besides the tuition, is the textbook cost which is estimated at \$178.95. All other materials/resources are free.

**Litigation – LAA 02:** The only cost to the student, besides the tuition, is the textbook cost which is estimated at \$331.95. All other materials/resources are free.

**Corporate Law – LAA 03:** The only cost to the student, besides the tuition, is the textbook cost which is estimated at \$654.15. All other materials/resources are free.

**Conveyancing – LAA 04:** The only cost to the student, besides the tuition, is the textbook cost which is estimated at \$90.00. All other materials/resources are free.

**Family Law – LAA 05:** The only cost to the student is tuition. All other materials/resources are free.

**Wills & Estates – LAA 06:** The only cost to the student is tuition. All other materials/resources are free.

**Practicum Preparation & Career Planning – LAA 07:** The only cost to the student is tuition. All other materials/resources are free.

**Practicum – LAA 08:** The only cost to the student is tuition. All other materials/resources are free.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 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> LAA 01                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Legal Office Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Course Short Title:</b> Legal Office Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Addresses foundational aspects of working in a law office and identifies the roles of its personnel. Covers identification and use of common legal office documents, filing, notification, and billing systems. Emphasizes confidentiality and ethical handling of client records, with particular attention to Indigenous clients. Provides practical skills used in a legal office setting.                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <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>24</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">15</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>55</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>55</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>55</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> December 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |

**Learning Outcomes**

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

1. Explain the structure and functions of British Columbia's court system, including the Provincial Court, Supreme Court, and Court of Appeal, the role of the Law Society of British Columbia, and Indigenous justice frameworks.
2. Use accurate legal terminology and common law concepts in written and verbal communication within a legal office environment, including respectful integration of Indigenous language terms where appropriate.
3. Describe the roles and responsibilities of legal administrative assistants.
4. Manage client files in accordance with Know Your Client (KYC) procedures while following confidentiality protocols including the culturally sensitive handling of Indigenous client information and integrate Indigenous consent principles for data stewardship.
5. Apply systems to effectively track limitation periods and court dates, incorporating Indigenous cultural protocols and sensitivity around timelines.
6. Maintain accurate billing, disbursement, and trust account records while respecting culturally appropriate fee considerations and client relationships.
7. Utilize digital tools in a legal office setting.
8. Practice research skills that transparently address the usage of artificial intelligence in legal documentation.
9. Apply professional telephone and email etiquette, client service skills, and trauma-informed communication techniques, with a focus on culturally safe interactions with Indigenous clients.
10. Reflect critically on Indigenous legal traditions, trauma-informed office practices, and the Truth and Reconciliation Commission Calls to Action as they apply to legal administrative work.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 25% | Project:             | 20% | % |
| Lab work:    | 30% | Holistic assessment: | 25% | % |

**Details:**

- Assignments: Document creation and formatting assignments
- Lab work: Practical skills demonstrations
- Project: Client file simulation and confidentiality assessment
- Holistic assessments: Indigenous office practice reflection, Indigenous guest sessions, contributions to the classroom community (client-centered professionalism; assessed by reflection, self-assessment, and instructor)

**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.*)

Interactive lectures, in-class exercises, computer lab document preparation, guest-led Indigenous culture orientation, simulations

**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                 | Tina Kamakris                         | Legal Office Procedures 8th Edition                                          | Current |
| 2. Book                 | Campbell, K.M., & Wellman, S. (Eds.). | Justice, Indigenous Peoples, and Canada: A History of Courage and Resilience | Current |
| 3. Indigenous knowledge | Jessica Barudin & Hiba Zafran         | Introduction to Trauma-Informed Rehabilitation with Indigenous Clients       | Current |
| 4.                      |                                       |                                                                              |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Introduction to law and court structure in BC
- Legal terminology and Indigenous language integration
- Roles in the legal office
- File opening and Know Your Client (KYC) protocols
- Document creation and formatting
- Diary systems, limitations and bring-forwards
- Billing, disbursements and accounts
- Digital file and email systems
- Effective legal communication
- Integrating cultural competency with Indigenous clients
- Technology fundamentals



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 02                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Litigation<br><b>Course Short Title:</b> Litigation                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>An introduction to litigation within the Canadian legal context, identifying differences between criminal and civil law. Practical skills required for litigation are developed. Supreme Court Civil Rules and limitation deadlines are discussed. Respectful practices for working with Indigenous communities and other marginalized groups within the Canadian legal system are highlighted, such as alternative dispute resolution and culturally significant practices. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <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>24</b> |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td></td> <td>30</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 60                | Tutorials/workshops | 30 |  | 30 |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                        |                   |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | October 30, 2025  |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | December 12, 2025 |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | February 27, 2026 |                     |    |  |    |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |

**Learning Outcomes**

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

1. Create accurate litigation documents and pleadings in accordance with Supreme Court Civil Rules and Procedures that adopt cultural sensitivity and trauma-informed practices.
2. Manage litigation files and scheduling using legal practice software for litigation practice, including calculating and meeting limitation dates, client meetings, and understanding the basics of legal practice management.
3. Apply Supreme Civil procedure rules within the Canadian Legal System.
4. Conduct legal research using resources to comprehend legal citations.
5. Communicate effectively through written and oral communication to various stakeholders in legal matters and demonstrate an understanding of the professional role of a legal assistant's duties through in-class communications.
6. Apply cultural competency through legal correspondence, court filings, client interactions and other means, including practices that respect Indigenous communities and individuals, including alternative dispute resolution.
7. Summarize the TRC's Calls to Action that are relevant to the justice system and explain the implications for Legal Administration Assistants.

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

|                      |     |                        |     |             |     |
|----------------------|-----|------------------------|-----|-------------|-----|
| Assignments:         | 15% | Lab work:              | 5%  | Final exam: | 25% |
| Holistic assessment: | 25% | Quizzes/tests/midterm: | 30% |             | %   |

**Details:**

Holistic assessments: reflective journal, contributions to the classroom community (client-centered professionalism; assessed by reflection, self-assessment, and instructor)

**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, group activities and collaboration, compilation of documents, and practical 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 | Deb Jamison           | Guide to Civil Litigation, British Columbia, Carswell | Current |
| 2.          |                       |                                                       |         |
| 3.          |                       |                                                       |         |
| 4.          |                       |                                                       |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Overview of Canadian legal systems
- Civil law (torts) vs. criminal law proceedings
- Supreme court rules and procedures
- Limitation dates and Act
- Commencing a civil action
- Responding to a civil action
- Close of/amending pleadings/case planning conference
- Keyboarding and correspondence
- List of documents and discovery, and disclosure documents and procedures
- Freedom of Information and Protection of Privacy (FOIPPA) and Personal Information Protection Act (PIPA)
- Other discovery methods/setting trial and preparation
- Preparing for trial/trial management conference
- Settlement/mediation
- Quantum/bill of costs/business communications
- Fast track litigation/summary trials
- Summary judgments/dismissal of action
- Judgments and appeals
- Commencement of and responding to originating application/litigation guardians and legal disability



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 03                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Corporate Law<br><b>Course Short Title:</b> Corporate Law                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>An introduction to federal and British Columbia corporate law. Students develop foundational skills and knowledge associated with corporate structures, basic corporate transactions, governance, and relevant legislation. Students examine and develop respectful practices when working with Indigenous communities, acknowledging cultural traditions and the impacts of settler-colonialism. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <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>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 90 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 90        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                     |  |

**Learning Outcomes**

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

1. Identify the historical impacts associated with settler-colonialism and corporate culture on Indigenous communities, land, and resources.
2. Articulate the corporate structures entered into by individuals, organizations, and Indigenous communities as well as the goals of each of these entities including cultural goals of Indigenous corporations.
3. Use legal terminology applicable to corporate law.
4. Describe the roles of each of the parties within a corporate structure such as a partner, shareholder, director and officer.
5. Compile components of a corporate minute book.
6. Describe procedures for basic corporate transactions.
7. Prepare legal documents and correspondence necessary for each type of corporate transaction.
8. Use ethical standards and accountability in alignment with client-centered professionalism, including identifying ways bias may impede delivery of legal services for clients.

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

|              |     |                      |     |                        |     |
|--------------|-----|----------------------|-----|------------------------|-----|
| Assignments: | 35% | Final exam:          | 25% | Quizzes/tests/midterm: | 15% |
| Project:     | 10% | Holistic assessment: | 15% |                        | %   |

**Details:**

Holistic assessment: contributions to the classroom community (client-centered professionalism; assessed by reflection, self-assessment, and instructor)

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

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

Lectures

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

| Type        | Author or description | Title and publication/access details               | Year    |
|-------------|-----------------------|----------------------------------------------------|---------|
| 1. Textbook | Evin Ross             | Guide to Corporate Records, Evin Ross Publications | Current |
| 2.          |                       |                                                    |         |
| 3.          |                       |                                                    |         |
| 4.          |                       |                                                    |         |
| 5.          |                       |                                                    |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Overview of corporate law and corporate structures
- Overview of Indigenous business structures
- Federal and provincial jurisdictions
- Name reservations
- Registered and records offices
- Share structures
- Incorporation and organization of BC and federal companies/professional companies
- Roles and governance of directors, officers and shareholders
- Annual meetings and annual maintenance
- Societies
- Corporate software: Alf/BC Online/Appara
- Corporate searches
- Introduction to record books
- Repurchase and redemptions
- Extra-provincial registrations
- Introduction to common corporate agreements and transactions



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Course Full Title:</b> Conveyancing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Course Short Title:</b> Conveyancing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>An introduction to residential conveyancing. Students examine historical implications of "fee simple" properties under Crown sovereignty on Indigenous lands and resources, and develop foundational skills and knowledge associated with buying and selling residential property. Using legal terminology, standard conveyancing documents, correspondence, and statements of accounts, students practice acting for the purchaser (buyer) and vendor (seller) in both financed and strata conveyance. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <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>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>Tutorials/workshops</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>90</b></td> </tr> </table>                                                                                                                                                                                                                                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                         |  |

**Learning Outcomes**

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

1. Identify historical implications associated with fee simple holdings, Indigenous land and resources, and examine issues and impacts of settler-colonialism on the unceded lands of British Columbia.
2. Use legal terminology applicable to conveyancing.
3. Identify necessary transactional information, including elements of home ownership, parties, their roles, responsibilities, and demonstrate accurate identification procedures for Indigenous Peoples (i.e., Government-issued ID, Status Card, and Indigenous Citizenship Cards (Métis).
4. Describe procedures and stages of conveyance.
5. Prepare legal documents related to conveyancing; draft and format correspondence.
6. Use ethical standards and accountability in alignment with client-centered professionalism.
7. Practice a client-centered approach, considering the social location of others in relation to themselves.

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

|                        |     |                      |     |   |
|------------------------|-----|----------------------|-----|---|
| Assignments:           | 45% | Final exam:          | 20% | % |
| Quizzes/tests/midterm: | 15% | Holistic assessment: | 20% | % |

**Details:**

Holistic assessments: contributions to the classroom community (client-centered professionalism; assessed by reflection, self-assessment, and instructor)

**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.*)

Seminar lectures, group activities, discussions, and collaboration, compilation of documents, and practical 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 | Karen Yip             | The Art of Conveyancing – An Introduction to Residential Conveyancing in British Columbia – 6th Edition | Current |
| 2.      |                       |                                                                                                         |         |
| 3.      |                       |                                                                                                         |         |
| 4.      |                       |                                                                                                         |         |
| 5.      |                       |                                                                                                         |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Introduction to conveyancing
- History of settler-colonialism, land rights, and fee simple in BC
- Indigenous sovereignty, land, and resources
- A contract of purchase and sale and searches
- Acting for buyer/seller
- Statements of adjustments
- Financed conveyance concepts
- Mortgages
- Land title office documents
- Charges affecting title
- Powers of attorney & representation agreements
- Foreclosures
- Taxes
- Ethical standards; accountability and client-centered professionalism



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 05                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Family Law<br><b>Course Short Title:</b> Family Law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> School Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>An introduction to family law, including an overview of the Family Law Act and Divorce Act, the historical dynamics of the family unit, and its implications in family law. Foundational knowledge, terminology, and procedural skills related to family law concepts are introduced. Students apply a decolonial lens to out of court dispute resolution processes and court processes, and prepare basic family law documents and correspondence for family law matters in both the provincial and superior courts of British Columbia. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <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>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training.                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>Tutorials/workshops</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>90</b></td> </tr> </table>                                                                                                                                                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60 | Tutorials/workshops | 30 |  |  |  |  |  |  | <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>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>90</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 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Explain historical implications of colonialism on family structure and its impact on both Indigenous and non-Indigenous families.
2. Create legal forms, documents, and correspondence using accurate legal terminology in family law.
3. Interpret core concepts in the Family Law Act and Divorce Act.
4. Identify and explain early resolution measures and resolving matters out of court, including agreements.
5. Describe procedures and stages of a family law matter in both Provincial and Supreme Courts.
6. Describe requirements for financial remedies under family law including support, property, and debt division.
7. Demonstrate ethical standards and accountability in alignment with client-centered professionalism.
8. Practice a client-centered approach, considering the social location of clients in relation to themselves.

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

|                        |     |                        |     |   |
|------------------------|-----|------------------------|-----|---|
| Assignments:           | 45% | Quizzes/tests/midterm: | 20% | % |
| Quizzes/tests/midterm: | 15% | Holistic assessment:   | 20% | % |

**Details:**

Holistic assessments: contributions to the classroom community (client-centered professionalism – assessed by reflection, self-assessment, and instructor)

**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, online instruction, group activities and 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. Online resource | BC Courthouse Library Society | <a href="#">JP Boyd on Family Law</a>                                     | Current |
| 2. Online resource | Myrna McCallum & Haley Hrymak | <a href="#">Decolonizing Family Law Through Trauma-Informed Practices</a> | Current |
| 3.                 |                               |                                                                           |         |
| 4.                 |                               |                                                                           |         |
| 5.                 |                               |                                                                           |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Introduction to family law
- The state, the family, and genocide
- Family law legislation
- The legal system and changes to the Family Law Act for Indigenous families
- Resolving problems out of court and early resolution court processes
- Introduction to Provincial Court
- Resolving problems in court – Provincial Court and starting an action
- Introduction to Supreme Court
- Resolving Problems in court – Supreme Court and starting an action
- Family violence and trauma-informed practice
- Cultural humility and decolonizing the concept of family
- Family law agreements: children in family law, best interests of the child, applications about parenting
- Child support
- Spousal support
- Applications about support
- Property and debt
- Financial statements



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 06                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Wills and Estates<br><b>Course Short Title:</b> Wills & Estates                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>An introduction to the execution of wills and administration of estates. Procedures related to Indigenous will-makers with status under the Indian Act and the administration of on-reserve estates will be discussed. Practical skills related to legal terminology, documents, and correspondence are developed.                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Legal Administrative Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <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>24</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this is a course in a non-credit certificate program that relies on in-class experience and training.                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 90 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>90</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                                                                                                                                                                                                                                                                                                                                                                                   | 90        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>90</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 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

**Learning Outcomes**

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

1. Recognize applicable sections of provincial and federal legislation.
2. Explain the rules of survivorship, parentelic distribution, and intestacy.
3. Identify requirements for will-makers and personal representatives.
4. Identify distinct procedures for Indigenous will-makers with status under the Indian Act and the administration of on-reserve estates.
5. Describe components of a valid will and its legal effects.
6. Describe various wills and estates procedures.
7. Prepare legal documents and correspondence for a variety of purposes using appropriate legal terminology.
8. Compare assets and benefits that pass inside or outside of a will.

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

|                      |     |                        |     |   |
|----------------------|-----|------------------------|-----|---|
| Assignments:         | 30% | Quizzes/tests/midterm: | 30% | % |
| Holistic assessment: | 15% | Final exam:            | 25% | % |

**Details:**

Holistic assessments: contributions to the classroom community (client-centered professionalism; assessed by reflection, self-assessment, and instructor)

**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.*)

Both applied and theory learning activities will be based on lectures, group activities and collaboration, compilation of documents, and practical 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                 | Gabrielle M Komorowska         | Guide to Wills & Estates                                                        | Current |
| 2. Indigenous knowledge | British Columbia Law Institute | Guide to Wills and Estate Planning for First Nations Clients Living on Reserves | Current |
| 3.                      |                                |                                                                                 |         |
| 4.                      |                                |                                                                                 |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

- Introduction to wills and estates
- Intestacy
- Survivorship rules and parentelic distribution
- Wills and will-makers
- Legal effects of a will
- Revocation, revival and changes to a will
- Conflicts of laws and wills notices
- Benefit plans and assets
- Wills – procedures, letters, and documents
- Estates – procedures, letters, and documents
- Application for representation grant
- Notice of proposed application in relation to estate



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 07                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Practicum Preparation and Career Planning                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Course Short Title:</b> Practicum Prep/Career Planning                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Prepares students for successful participation in a legal administrative assistant practicum within British Columbia. Through interactive workshops, simulations, and guided discussions, students develop foundational knowledge and professional skills that are essential for a legal office work environment. Students complete a job search, prepare employment documents, and participate in interview activities. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Legal Administrative Assistant certificate and A- or better in LAA 01.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <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>24</b> |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a course in a non-credit certificate program that relies on in-class experience and training.                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">10</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>25</b></td> </tr> </table>                                  |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15 | Tutorials/workshops | 10 |  |  |  |  | <b>Total hours</b> | <b>25</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                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                      | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>25</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department approval</b> <b>Date of meeting:</b> October 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                    |  |

**Learning Outcomes**

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

1. Explain the student legal administrative assistant role and responsibilities during the practicum placement.
2. Assess personal readiness for practicum participation, reflecting on professional behaviour, workplace expectations and the importance of cultural humility and reconciliation efforts.
3. Develop a personal plan that includes strategies for effective communication, time management, and respectful engagement with clients, colleagues, and other communities such as Indigenous peoples.
4. Develop a portfolio that includes job search, cover letter, resume, references, and interview preparation.
5. Demonstrate professionalism, teamwork, communication, and cultural awareness in orientation activities.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 30% | Portfolio:           | 30% | % |
| Project:     | 30% | Holistic assessment: | 10% | % |

**Details:**

Holistic assessment: client-centered professionalism; instructor observation and self-evaluation/self-reflection.

**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, online instruction, presentation, research, small group work, community elders/guest speakers

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

| Type               | Author or description                        | Title and publication/access details | Year    |
|--------------------|----------------------------------------------|--------------------------------------|---------|
| 1. Online resource | WorkBC                                       | Plan a Career and Prepare for a Job  | Current |
| 2. Online resource | UFV Centre for Experiential Career Education | Career Services Online Resources     | Current |
| 3.                 |                                              |                                      |         |
| 4.                 |                                              |                                      |         |
| 5.                 |                                              |                                      |         |

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

Computer with reliable internet access – preferably with a microphone and camera option. See the technical [requirements webpage](#).

**Course Content and Topics**

Students will develop, practice, and demonstrate:

- Introduction to legal office technology and software
- Professionalism in the workplace, including decorum, and practicum attendance requirements
- Identify any culturally specific practices as they pertain to Indigenous peoples or other cultures
- Strategies for obtaining employment as a Legal Administrative Assistant, including standard working hours
- Job Market information – National Occupational Classification
- Cover letters, resumes and reference checks
- Interview activities
- Office software simulations



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2026  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 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> LAA 08                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Practicum<br><b>Course Short Title:</b> Practicum                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> School of Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Focuses on applying and integrating legal administrative assistant skills during a 70-hours practicum experience within a legal office, government agency, or other organization. Students gain practical insights into workplace operations. Emphasis is placed on practicing cultural humility and demonstrating professional and respectful awareness of the impacts of settler-colonialism within legal and administrative contexts. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | LAA 01, LAA 02, LAA 03, LAA 04, LAA 05, LAA 06, LAA 07, and department permission.                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Twice per 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 cannot be awarded for this course because:<br>This is a course in a non-credit certificate that relies on practicum experience and training.                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Practicum</td> <td>70</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>70</b></td> </tr> </table>                                                                                                                                                                                                      |           | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 70 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>70</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> |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 70        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>70</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 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Demonstrate client-centered professional behaviour when engaging with practicum supervisors, colleagues, and clients.
2. Incorporate the principles of equity, inclusion, cultural competency, and decolonization while completing tasks and engaging with team members and clients.
3. Prepare legal documents using accurate legal terminology and complete general administrative tasks under supervision.
4. Use technology and office systems relevant to legal practice.
5. Follow professional standards to maintain strict confidentiality in all aspects of legal practice.

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

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

**Details:**

- Practicum host completes a student evaluation
- Student completes work experience journals 6 times (3 per week) and a final self-reflective evaluation
- UFV practicum supervisor completes a final assessment based on these documents and communications with both parties

**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.*)

- Field Placement in an office setting
- Field Supervision
- Follow up discussion and sharing

**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 | UFV                   | Practicum Expectations Guide for Students | Current |
| 2.                 |                       |                                           |         |
| 3.                 |                       |                                           |         |
| 4.                 |                       |                                           |         |
| 5.                 |                       |                                           |         |

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

Professional work attire

**Course Content and Topics**

- Practicum orientation and expectations
- Office procedures for document preparation and file management
- Workplace technology, systems and equipment
- Self-reflection and practicum evaluation



## MEMO

**To:** FSCC, SFC, UEC  
**From:** Ian Affleck, Associate Dean of Science  
**CC:**  
**Date:** 2026-02-20  
**Re:** Budget consideration, Biology major and Honours updates

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This communication relates to the proposal brought to Faculty of Science Curriculum Committee in December 2025, in which the BSc Biology major and Biology Honours programs are updated to no longer require "MATH 111 and one of MATH 112 or MATH 118". As a result of this change, the mathematics requirement of these credentials will effectively be the minimum mathematics requirement of the Bachelor of Science.

With this update the major and Honours programs, there are two potential effects on demand and enrolments. First, there will likely be less annual demand for MATH 112 and MATH 118, as Biology students would no longer be required to complete one of these. This has been taken into account along with anticipated enrolment effects of other proposed updates to the BSc mathematics requirements, and our assessment is that the Mathematics and Statistics budget will not be significantly impacted.

Second, the proposal to update these two Biology programs includes a suggestion that the relaxation of the mathematics requirement in these programs may lead to increased enrolment and/or retention in the two programs. If this is the case, the effects would be realized over a period of two to three years, and the Department of Biology and the Science Dean's Office would be able to identify ways to accommodate the extra demand on 200-level and upper-level Biology courses within the existing budget of the Biology Department.

**Memo for Program Changes**

To: FSCC, FC and UEC

From: **Justin Lee, Department Head (Biology)**

Date: Dec 5, 2025 ([Amended Feb 19, 2026](#))

**Subject: Removal of MATH 112/118 from Biology Major and Biology Honours**

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

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

2. Rationale for change(s):

**Following the approval and completion of the BSc and Biology Program Review (by APPC and Senate), our departmental self-study and external reviewers have proposed removing the number of required calculus credits from 8 credits to 4 credits in the BSc program to enhance student flexibility and support broader academic exploration. The current Biology major and Honours requirement (and all Biology concentrations) requires two first-year calculus courses: MATH 111 (4) and one of [MATH 112 (4) or MATH 118 (4)]. Removal of the [MATH 112 and 118] as core requirements aims to lower barriers to degree completion while maintaining academic integrity. This will also increase student retention rates in our Biology major, Honours, as well as the BSc in general. MATH 112 and 118 can still be taken to meet the new BSc Math/Stat requirement when relevant for post-graduate pursuits (such as medical, veterinary, or graduate studies).**

**New proposed changes to the BSc will substitute the [MATH 112 or MATH 118] requirement with [One of MATH 112, MATH 118, MATH 125, MATH 152, STAT 104, or STAT 106] instead. This is in-line with the Biology major as the STAT requirement remains essential [one of STAT 104, 106, or 270\*], since these courses provide foundational skills in data analysis, experimental design, and interpretation, which are all necessary skills for evidence-based scientific inquiry. Biology Honours students are still required to take one of: STAT 271, 272, 307, 315, 330, and 350.**

**\*NOTE: Students wishing to take STAT 270 must still take MATH 112 or 118 as a prerequisite.**

The above changes (removing MATH 112 and MATH 118 from the Biology Major and Biology Honours) promote academic flexibility, supports interdisciplinary opportunities (pursuing a Biology Minor), and ensures that graduates possess strong research and analytical capabilities aligned with diverse scientific career paths.

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

Increasing the flexibility in the MATH requirements of the BSc will not substantially alter Biology Program Learning Outcomes (PLOs). Our program emphasizes biological knowledge, critical thinking, research skills, communication, and professional and ethical practice, all of which can be fully achieved with a single semester of calculus supplemented by one semester of statistics. This change maintains the program's alignment with the ILOs as well. Streamlining the calculus requirement also supports accessibility and reduces unnecessary barriers without compromising the rigor or integrity of the Biology major or Honours program.

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

As the entrance requirements to the BSc now match the pre-requisites for MATH 110 (instead of MATH 111), this allows for greater program accessibility by Indigenous students. As stated in the BSc update Memo (from Nov 11 2025), "Many Indigenous students finish high school without completing the sequence of math courses that leads to the prerequisite for MATH 111, and this will become more common when the revised and tightened prerequisites for MATH 111 are in place in 2027. The proposed change to the BSc entrance requirement will allow many of these students to enter the BSc and complete the prerequisite for MATH 111 while already pursuing the program."

Amended Change: Feb 19, 2026

Removing the 4-credit Calculus II (MATH 112 or 118) requirement increases curricular flexibility for students in the BSc Biology major. As shown in Table 1, our program currently requires 43-48 first-year credits, which is higher than other BSc majors at UFV. Reducing this credit load will allow students more room to explore electives that support Indigenous knowledge systems (e.g. IPK courses without pre-requisites) or participate in community-engaged learning opportunities such as the Biology field school (BIO 442 – an 8-credit course). Students who participate in the Clayoquot Biosphere Field School (Summer 2026) in Tofino, BC will learn about Nuu-chah-nulth history and culture on Vancouver Island. Students will also engage directly with Indigenous Protected and Conserved Areas (IPCAs).

**TABLE 1 - First-Year Credit Requirements for UFV B.Sc. Majors**

| BSc Biology Major                                           | BSc Biochemistry Major                                      | BSc Chemistry Major                                         | BSc Mathematics Major                                       | BSc Physical Geography Major                                | BSc Physics Major                                           |
|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) | 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) | 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) | 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) | 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) | 2 courses of university-level ENGL 1XX, 2XX or CMNS 125 (6) |
| BIO 111 (5)                                                 | BIO 111 (5)                                                 | CHEM 113 (5)                                                | MATH 111 (4)                                                | GEOG 103 or 116 (4)                                         | PHYS 111 or PHYS 105 (B+) (5)                               |
| BIO 112 (5)                                                 | BIO 112 (5)                                                 | CHEM 114 (5)                                                | MATH 112 or 118 (4)                                         | ENV 111 or GDS 100 (3)                                      | PHYS 112 (5)                                                |
| CHEM 113 (5)                                                | CHEM 113 (5)                                                | COMP 150 or 152 (4)                                         | COMP 120 or 150 or 152 (3-4)                                | BIO 111+112 or CHEM 113+114 (10)                            | MATH 111 (4)                                                |
| CHEM 114 (5)                                                | CHEM 114 (5)                                                | MATH 111 (4)                                                | Pair of: BIO 111+112 or CHEM 113+114 or PHYS 111+112 (10)   | PHYS 101 or 105 or 111 (5)                                  | MATH 112 or 118 (4)                                         |
| MATH 111 (4)                                                | MATH 112 (4)                                                | MATH 112 or 118 (4)                                         |                                                             | STAT 104 or 106 or 270 (4)                                  | COMP 120 or 150 or 152 (3-4)                                |
| MATH 112 or 118 (4)                                         | MATH 112 or 118 (4)                                         | PHYS 111 (5)                                                |                                                             |                                                             |                                                             |
| PHYS 105 (5) or PHYS 111+112 (10)                           | PHYS 105 or 111 (5)                                         | PHYS 112 (5)                                                |                                                             |                                                             |                                                             |
| STAT 104 or 106 or 270 (4)                                  |                                                             | STAT 106 or 270 (4)                                         |                                                             |                                                             |                                                             |
| <b>Total = 43-48</b>                                        | <b>Total = 39</b>                                           | <b>Total = 42</b>                                           | <b>Total = 28-29</b>                                        | <b>Total = 32</b>                                           | <b>Total = 27-28</b>                                        |

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

**These changes will likely improve student retention within the Biology major and Honours programs. Consequently, more 200-level and upper-level Biology courses may need to be offered in the future, which could impact the Science budget.**

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

**Based on the BSc update Memo (from Nov 11, 2025) and feedback from current Biology students, reducing the calculus requirement from 8 credits to 4 credits is expected to have minimal impact on enrolment and may even improve student retention. Many Biology students experience apprehension toward calculus courses, so this change could make the program more accessible and appealing, potentially supporting a positive effect on overall student enrolment in the Biology program.**

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

**No. The number of required core or elective credits from Biology is not changing.**

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.)

**Referring to the BSc update Memo (from Nov 11, 2025), there is an anticipated increase in demand for MATH 110 sections by 1-2 sections per year (since this coincides with the entrance requirements to the BSc with MATH 110 prerequisites instead of MATH 111 prerequisites). 1-2 fewer sections of MATH 112 are anticipated, and 1-2 sections of MATH 111 will be moved from Fall to Winter semesters.**

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

**No, the reduction of the calculus requirement from 8 credits to 4 credits does not change the number of required or elective courses from other disciplines in the Biology major or Honours. Students will complete the same number of credits (set out by the BSc) and take another elective (due to 4 credits being freed). As we do not know what electives students will select, we do not anticipate any additional courses required 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.

## Biology major

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

### Declaration requirements

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

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

- BIO 111 and CHEM 113
- BIO 112 and CHEM 114 with a C+ or better in each
- One of the following: MATH 111, PHYS 105, PHYS 111, STAT 104, or STAT 106

### Program outline

#### Lower-level requirements

| Course   | Title                          | Credits |
|----------|--------------------------------|---------|
| BIO 111  | Introductory Biology I         | 5       |
| BIO 112  | Introductory Biology II        | 5       |
| BIO 201  | Cell Biochemistry/Metabolism   | 4       |
| BIO 202  | Cell Signaling/Gene Regulation | 4       |
| BIO 210  | Introductory Ecology           | 4       |
| BIO 220  | Genetics                       | 4       |
| CHEM 113 | Principles of Chemistry I      | 5       |
| CHEM 114 | Principles of Chemistry II     | 5       |
| CHEM 213 | Organic Chemistry I            | 4       |

|                               |                                                  |              |
|-------------------------------|--------------------------------------------------|--------------|
| CHEM                          | An additional CHEM course numbered 200 or higher | 3–4          |
| MATH 111                      | Calculus I                                       | 4            |
| <del>MATH 112</del>           | <del>Calculus II</del>                           | <del>4</del> |
| <del>MATH 118</del>           | <del>Calculus II for Life Sciences</del>         | <del>4</del> |
| PHYS 105                      | Heat, Waves, and Optics                          | 5–10         |
| <b>or the combination of:</b> |                                                  |              |
| PHYS 111                      | Mechanics                                        |              |
| <b>and</b> PHYS 112           | Electricity and Magnetism                        |              |
| <b>One of: (see Note)</b>     |                                                  | 4            |
| STAT 104                      | Introductory Statistics                          |              |
| STAT 106                      | Statistics I                                     |              |
| MATH 270/ STAT 270            | Introduction to Probability and Statistics       |              |

Note: Students planning to pursue the [Biology Honours](#) should complete STAT 106 or MATH 270/STAT 270 rather than STAT 104.

### Upper-level requirements

| Course               | Title                                                                                                  | Credits |
|----------------------|--------------------------------------------------------------------------------------------------------|---------|
| <b>Two of:</b>       |                                                                                                        | 6       |
| BIO 310              | Conservation Biology                                                                                   |         |
| BIO 312              | Developmental Biology                                                                                  |         |
| BIO 320/<br>BIOC 320 | Biochemistry                                                                                           |         |
| BIO 416              | Evolution                                                                                              |         |
| <b>Plus:</b>         |                                                                                                        |         |
| BIO                  | 24 credits of BIO courses numbered 300 and above (see Note)                                            | 24      |
| Plus:                | 14 credits of upper-level university courses in any discipline, three credits of which must be non-BIO | 14      |

Note: Included in these 24 upper-level BIO credits must be at least eight credits chosen from four-credit BIO courses with labs. A maximum of six directed studies credits and a maximum of eight field school credits of BIO 442 may be used as part of this requirement.

Upper-level courses at other institutions may be counted as upper-level Biology transfer credit. See [Courses at other institutions](#) for details.

## Concentrations

The following concentrations are available in the Biology major:

- Cellular, Molecular, and Genetics
- Ecology and Biology of Organisms
- Pre-Medicine/Pre-Veterinary

See [this section](#) for concentration requirements.

## Preparation for teaching

Students who intend to prepare for public school teaching should complete the Biology major with six credits of English (three credits of composition and three credits of literature) and at least one other teachable minor is recommended. Students should see an Advisor for the composition of teachable minors.

## Course listings

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

# Biology Honours

## Program outline

This section specifies the Biology Honours discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements. A minimum of 120 credits are required to graduate with a Bachelor of Science.

### Lower-level requirements

| Course                        | Title                                                  | Credits      |
|-------------------------------|--------------------------------------------------------|--------------|
| BIO 111                       | Introductory Biology I                                 | 5            |
| BIO 112                       | Introductory Biology II                                | 5            |
| BIO 201                       | Cell Biochemistry/Metabolism                           | 4            |
| BIO 202                       | Cell Signaling/Gene Regulation                         | 4            |
| BIO 210                       | Introductory Ecology                                   | 4            |
| BIO 220                       | Genetics                                               | 4            |
| CHEM 113                      | Principles of Chemistry I                              | 5            |
| CHEM 114                      | Principles of Chemistry II                             | 5            |
| CHEM 213                      | Organic Chemistry I                                    | 4            |
| Plus:                         | One additional CHEM course numbered 200 or higher      | 3-4          |
| MATH 111                      | Calculus I                                             | 4            |
| <del>MATH 112</del>           | <del>Calculus II</del>                                 | <del>4</del> |
| <del>MATH 118</del>           | <del>Calculus II for Life Sciences</del>               | <del>4</del> |
| PHYS 105                      | Heat, Waves, and Optics                                | 5-10         |
| <b>or the combination of:</b> |                                                        |              |
| PHYS 111                      | Mechanics                                              |              |
| <b>and</b> PHYS 112           | Electricity and Magnetism                              |              |
| STAT 106                      | Statistics I                                           | 4            |
| <b>or</b> MATH 270/ STAT 270  | Introduction to Probability and Statistics             |              |
| <b>One of:</b>                |                                                        | 3            |
| STAT 271                      | Introduction to Data Analysis and Statistical Modeling |              |
| STAT 272                      | Statistical Graphics and Languages                     |              |

|          |                             |  |
|----------|-----------------------------|--|
| STAT 307 | Data Visualization          |  |
| STAT 315 | Applied Regression Analysis |  |
| STAT 330 | Design of Experiments       |  |
| STAT 350 | Survey Design and Sampling  |  |

### Upper-level requirements

| Course            | Title                                                                                                    | Credits |
|-------------------|----------------------------------------------------------------------------------------------------------|---------|
| <b>Two of:</b>    |                                                                                                          | 6       |
| BIO 310           | Conservation Biology                                                                                     |         |
| BIO 312           | Developmental Biology                                                                                    |         |
| BIO 320/ BIOC 320 | Biochemistry                                                                                             |         |
| BIO 416           | Evolution                                                                                                |         |
| <b>Plus:</b>      |                                                                                                          |         |
| BIO 499           | Honours Research Thesis                                                                                  | 9       |
| Plus:             | 24 credits of BIO courses numbered 300 and above (see Note)                                              | 24      |
| Plus:             | Five credits of upper-level university courses in any discipline, three credits of which must be non-BIO | 5       |

Note: Included in these 24 upper-level BIO credits must be at least eight credits chosen from four-credit BIO courses with labs. Directed studies courses may not be used toward this requirement. A maximum of eight field school credits of BIO 442 may be used as part of this requirement.

Upper-level courses at other institutions may be counted as upper-level Biology transfer credit. See [Courses at other institutions](#) for details.



## MEMO

**To:** FSCC, SFC, UEC  
**From:** Ian Affleck, Associate Dean of Science  
**CC:**  
**Date:** 2026-02-23  
**Re:** Budget consideration, BES and BES(NS) updates

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This communication relates to the proposal brought to Faculty of Science Curriculum Committee in December 2025, in which the BES and BES(NS) degree programs are updated with several relatively minor changes to the degree requirements.

The Department Head of Planning, Geography and Environmental Studies, and the Chair of the Environmental Studies program have confirmed that the proposed changes will not necessitate a change in the number of Science course section offerings supporting these programs.

Thus we don't anticipate that the proposed changes will have a significant impact on the Faculty of Science budget,

**Memo for Program Changes**

To: FSCC, FC and UEC

From: Stefania Pizzirani, Chair, Environmental Studies; Afia Raja, Department Head, PGES

Date: 5 December 2025

**Subject: Bachelor of Environmental Studies**

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:
  - a. Reorganization of Calendar Copy
  - b. Elimination of restriction on minors to be usable in program

2. Rationale for change(s):

Collectively, these changes constitute the first holistic revision of the BES since the program was introduced. They are being made ahead of an upcoming external review of the program, its first, beginning in January 2026. We prefer to instill these changes now (rather than after the program review) because we believe the changes are very beneficial and are worth pursuing now instead of waiting for two years. Many courses from the previous BES program outline are still in the revised BES program outline but have only been reorganized and moved to a new all-encompassing breadth section in the program outline. Some additional course requirements have been added (detailed more below) to more clearly connect with subject areas and PLOs. These course additions change the BES required course allotment from the previous 73-86 credit range to the revised 81-98 credit range. The program learning outcomes have been updated in language and organization, but they remain consistent in focus and priorities with previous learning outcomes for the BES. NOTE: formatting changes can be more clearly seen in the "Calendar Copy NEW FORMAT" document.

The proposed changes are the result of the following:

- the new BES program outline has been revised to more clearly communicate the subject areas students will select courses from (and these subject areas are aligned with the PLOs). These are: Writing requirement, Statistics requirement, Environmental Core, GIS requirement, Environmental Communications requirement, Ethics in Environmental Practice requirement, Ecology and Environmental Systems requirement, Agriculture and Environment requirement, Soils

requirement, Economics requirement, Society and Culture (lower level) requirement, Resource Management requirement, Environmental Equity, Justice, and Action requirement, Social and Cultural Systems (upper level) requirement, Professional and Research Skills requirement, Biophysical Systems requirement, Environmental Capstone requirement, and an Applied Environmental Practice requirement.

- a review of course credit distribution in light of changes to individual course credit counts (from 4 to 3) and to increase upper-level rigor within the BES. The increased upper-level course requirements include:
  - a new upper-level requirement in “Biophysical Systems” (PLO 3, 4, 6, 7) from List 2C: Sciences to be consistent with similar BES programs at other institutions and to help meet need for more UL credits in program
  - a new upper-level requirement in “Resource Management” (PLO 1, 6, 7). The new requirement is that students take “one of” AGRI 311, AGRI 371, BIO 310, ENV 321, ENV 345, GEOG 311, GEOG 318, or GEOG/BIO 319. These courses already existed elsewhere as options in the previous course calendar copy and have just been reorganized and moved to be under a more focused Resource Management subject area.
  - a new upper-level requirement for a course in Environmental Equity, Justice, and Action (PLO 2, 6, 7). The new requirement is that students take “one of” ANTH/SOC 368, ENV 321, ENV 330, ENV 345, GEOG 312, GEOG 318, GEOG 325, GEOG 364, PLAN 366, PLAN 410, or SOC 346. These courses already existed elsewhere as options in the previous course calendar copy and have just been reorganized and moved to be under a more focused Environmental Equity, Justice, and Action subject area (though PLAN 410 is a new optional course for this list).
- the intent to better meet existing agriculture-related learning outcomes (PLO 3, 4) in the “Agriculture and the Environment” with a narrower lower-level list: AGRI 124, AGRI 163, or AGRI 237
- reduction of options for Agriculture requirement: after consulting with the Agriculture Department Head, we agreed upon the removal of courses that are seldom utilized in the BES program, are less relevant to program (e.g., AGRI 238 – Equine Production and Management), and/or are AGRI courses that require other AGRI pre-requisites.
- a new requirement for a course in Soils (PLO 3, 4, 6): AGRI 204 or GEOG 315
- a need to integrate new courses to the program: addition of GEOG 256 and ENV 398 to core requirements; ANTH 202 to list 1a; GEOG 325 to List 2a; GEOG 355 to list 2b; shift of PHIL 100 to list 1a (previously a program requirement). Note: GEOG 256 replaces PHIL 100 as a program requirement, and ENV 398 is designed to replace ENV 410 (ENV 410 will no longer be offered but needed to remain in the program calendar until the new ENV 398 course is approved).
- the goal of creating an additional course to meet the program’s ethics requirement: GEOG 256 is being added as the first ethics requirement, and this will count as a pre-requisite for the second ethics requirement (PHIL 318).
- a need to support increased transferability from BCIT environmental programs and other institutions: lowered residency requirement from 60 credits to 30 credits (which is consistent with BSc). 45 upper-level credits are still required but now only 22 upper-level credits are required to be completed at UFV (down from 30 upper-level credits).

- a goal of increasing options for minors in the BES, particularly in light of the development of more ENV curriculum over the past several years; the redesign of Geography program requirements, and the suspension of Physical Geography programs: removing restriction that does not currently allow for students to also complete a minor in Geography, Biology or Physical Geography. BES students are of course not allowed to complete a minor in Environmental Studies.
  - the need to update options for the Lists. The changes to the Lists include:
    - List 1a: removal of: HIST 100e, MACS 240, SOC/ ANTH 260; addition of GEOG 160, PHIL 100 (shift from program requirement to program option)
    - List 1b: removal of separate list for 1B “Political Economy” as this is now moved into the breadth requirement section under “Economics requirement”
    - List 2a: removal of RLST 380 (discontinued); addition of ANTH/SOC 368; move AGRI 371 from List 2a to List 2b; addition of GEOG 325
    - List 2b: one less required course from List 2b (previously, the “select a course from List 2b” requirement was listed twice in the previous course calendar; this has been corrected to show only once); addition of GEOG 355; addition of PLAN 410; removal of VA 390; and move of SOC/MACS 255 from List 2b into List 1a. Note: one lower-level course (GEOG 252) remains in List 2b since it was “orphaned” when its previous List 1c was eliminated (GEOG 252 is still a great course to have in the program but it does not quite fit into the remaining lower-level list (List 1a) nor does it fit into the breadth requirements list).
    - List 2c: add AGRI 306; move AGRI 371 from List 2a to List 2c
  - a need to streamline the calendar copy and improve readability: reorganization of requirements into a new all-encompassing breadth section in the program outline. More titles are added to help describe the requirements which better connects the requirements to the program learning outcomes.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

As previously stated, the program learning outcomes have been updated in language and organization, but they remain consistent in focus and priorities with previous learning outcomes for the BES. The Program Learning Outcomes (PLOs) are reorganized but the foci and intent of these LOs remain consistent with previous PLOs. The previous PLO framework was overly complicated and mapped course and program outcomes together. The previous course and PLOs have been collated into 10 new PLOs.

| <b>Bachelor of Environmental Studies PLOs 2025</b> |                                                                                                                                                                                                                                     | <b>ILOs</b> |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1                                                  | Engage in thoughtful, informed, and critical discussions of current and emerging challenges related to ecological/ environmental scarcity, including climate change, resource use and depletion, and waste. (“Integrative Science”) | 2, 6        |
| 2                                                  | Critically analyze relationships between economic systems, social well-being, and access to environmental goods and services. (“Equity”)                                                                                            | 2, 6, 7     |
| 3                                                  | Articulate the relationships between ecosystem functions, soil and ecological health, and sustainable food production and agricultural land use in British Columbia and elsewhere. (“One Health”)                                   | 2, 6        |
| 4                                                  | Responsibly utilize a range of data and knowledge collection practices and analysis tools for both discrete and non-discrete phenomena, including: data collation and field data collection. (“Data Collection”)                    | 1           |
| 5                                                  | Articulate the role and centrality of Indigenous knowledge and rights in studying and developing strategies to conserve and enhance ecosystem values and services. (“Rights”)                                                       | 5           |
| 6                                                  | Draw upon diverse sources and forms of knowledge, in combination of different disciplinary approaches, to pose, interpret, and devise strategies to address environmental questions. (Including OCAP) (“Knowledge”)                 | 1, 5        |
| 7                                                  | Adapt, identify, and apply appropriate data and tools for specific and real-world problems and contexts. (“Application”)                                                                                                            | 6, 7, 8     |
| 8                                                  | Exercise leadership, collaboration, and effective decision-making strategies, and propose multiple approaches to research and addressing environmental needs. (“Collaborative Leadership”)                                          | 4           |
| 9                                                  | Articulate one’s capacity to and limitations in effecting change, particularly on matters for which there are no easy or quick answers. (“Limits to Knowledge”)                                                                     | 4, 8        |
| 10                                                 | Utilize appropriate, inclusive, and audience-specific communications tools and reflect on their effectiveness (“Effective Communications”)                                                                                          | 3           |

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

The program changes include adding GEOG 256, a course heavily focused on Indigenous knowledge, collaboration, rights, etc., in research and fieldwork; upper-level course requirements in *Environmental Equity, Justice, and Action*, and in *Resource Management*—each course in this stream incorporates a strong focus on Indigenous engagement and knowledge. In addition, the reduced residency requirement will support transfer from BCIT’s *Fish, Wildlife, and Recreation* program, a diploma that has been redesigned to better serve rural and Indigenous communities. Existing courses in the BES already regularly incorporate strong focus on Indigenous engagement in resource and environmental management, as well as holistic consideration of belonging and family (c.f., ENV 200, ENV 310, ENV 331).

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

No additional resources are required. The courses added to meet specific UL requirements in *Environmental Equity, Justice, and Action* and *Resource Management* are offered regularly and frequently enrol BES students in larger numbers already. The new Soils requirement was made in consultation with Agriculture, and the courses already draw BES students into them. The upper-level Science requirement can be met by many course options, although we anticipate most students will meet this using one of the ENV or GEOG courses—many of which currently run with seats available—or Agriculture.

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 a substantial impact either negatively or positively in enrollment. These changes help to increase commonalities between UFV's BES and comparable programs at SFU and elsewhere. That benefits students planning on graduate school.

In some cases, students will have greater flexibility associated with course additions and moves, e.g., ENV 398 as an alternative to ENV 410; PHIL 100 moved from requirement to option to meet a requirement.

Students will need to plan to do additional credits in the BES program rather than through electives, as the required course credit total will increase to a maximum of 98 credits. We believe that the revised calendar copy will also more clearly convey to students the organization and purpose of the 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?

The number of required core or limited options (e.g., select 1 from 3 or 4 courses) is increasing, with the inclusion of a dedicated Soils requirement; the reduction in the number of options to meet the lower-level AGRI requirement; the addition of an upper-level requirement in *Environmental Equity, Justice, and Action*, an upper-level Science, and another in *Resource Management*. As some courses in ENV and GEOG have moved from 4-credits to 3-credits, these changes are, in part, precipitated by the need to re-boost upper-level credit requirements in the program.

These changes should see more students taking selected ENV courses that are not currently used to meet program requirements (e.g., ENV 321 and ENV 345 are each part of a shorter list of options to meet a program requirement, rather than only being in one of the long lists). However, the BES continues to rely heavily on programs from multiple disciplines, namely Geography, Biology, Agriculture, but also Communications, Soc/Anth, Planning, and others. In sum, a student would be able to complete the new program without taking more ENV courses specifically, but they would take more courses within the program overall.

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

BES students can meet these program requirements based on current seat capacity in upper-level ENV and GEOG, and current enrollment patterns (e.g., many BES students complete their electives within cognate areas of study).

Agriculture already works with Environmental Studies to reserve seats for BES and BES-NS students. We will also request reserve seats for BES students in key BIO courses (e.g., BIO 210) and in GEOG 253.

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.

Overall, the most significant change to the use of electives from other disciplines concerns Agriculture. The department head was consulted while these changes were in progress, and the changes also follow a request from Agriculture to consider adding another Agriculture course requirement in the program.

Consultation was held with the Philosophy department to review and agree upon the addition of GEOG 256 as a pre-requisite option for PHIL 318, and the resulting removal of PHIL 100 (which is a pre-requisite to PHIL 318) as a requirement in the BES program. PHIL 100 has been added to List 1a.

Only one course from outside of Science is being added to the program—ANTH 202, and this has been added following consultation with Anthropology. The course runs with significant available capacity, creating adequate space for students outside the program. As students have many options to meet the specific requirement for a course from List 2b, it is unlikely that ANTH 202 would be taken by more than a couple of students a year (if this), at least initially.

Only a limited number of courses from outside of Science are being *removed* from the program, but few (if any) BES students take these courses to meet program requirements, either because they are infrequently or seldom offered (HIST 100e, VA 390) or because they are less relevant to area of interest. Their removal would have negligible impact.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**Bachelor of Environmental Studies degree**

...

**Location**

Most courses are offered in Abbotsford. [Required Agriculture courses are offered only at the Chilliwack campus.](#) Students may choose to complete a practicum in order to meet requirements. Practicums may be Canada-based or international.

**Program requirements**

To be eligible for the BES students must satisfy the following general requirements:

1. 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which ~~60~~ [4530](#) must be completed at UFV.
2. 45 upper-level credits, of which [2230](#) must be completed at UFV.
3. CGPA of 2.00 in all upper-level credits.

~~In addition, students must complete courses in three streams:~~

- ~~1. [Environmental core](#)~~
- ~~2. [Research, methods, and engagement core](#)~~
- ~~3. [Breadth requirements](#)~~

~~In addition, students must complete the course requirements listed in the Program Outline below. After completing the course requirements, the remaining credits required to meet the 120-credit requirement for degree completion (“Electives”) may be chosen from among university-level courses in any discipline. Please check the [course descriptions](#) section of the calendar for details.~~

**Program outline**

~~BES students are required to take the following: [Course Requirements: 81-98 credits:](#)~~

~~Environmental core: [20-26 credits](#)~~

| Course                                                              | Title                                                      | Credits             |
|---------------------------------------------------------------------|------------------------------------------------------------|---------------------|
| <a href="#">Writing Requirement. Choose one of:</a>                 |                                                            | <a href="#">3</a>   |
| <a href="#">CMNS 125</a>                                            | <a href="#">Introduction to Professional Communication</a> |                     |
| <a href="#">ENGL 105</a>                                            | <a href="#">Academic Writing</a>                           |                     |
| <a href="#">Statistics Requirement. Choose one of: (see Note 1)</a> |                                                            | <a href="#">3-4</a> |
| <a href="#">PSYC 110</a>                                            | <a href="#">Applied Statistical Analysis in Psychology</a> |                     |
| <a href="#">STAT 104</a>                                            | <a href="#">Introductory Statistics</a>                    |                     |
| <a href="#">STAT 106</a>                                            | <a href="#">Statistics I</a>                               |                     |
| <a href="#">STAT 270/ MATH 270</a>                                  | <a href="#">Introduction to Probability and Statistics</a> |                     |
| <a href="#">Environmental Core. Complete the following:</a>         |                                                            |                     |

|                                                                       |                                                                               |     |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|-----|
| <a href="#">CMNS 257/ GEOG 257</a>                                    | <a href="#">Environment: Science and Communications</a>                       | 3   |
| ENV 111                                                               | Environmental Issues and Strategies (formerly GEOG 111)                       | 3   |
| ENV 200                                                               | Living in Our Watershed                                                       | 4   |
| <a href="#">ENV 212</a>                                               | <a href="#">Environmental Field and Lab Techniques</a>                        | 4   |
| ENV 310                                                               | Leadership in Environmental Professions                                       | 3   |
| <a href="#">ENV 331</a>                                               | <a href="#">Environmental Assessment and Management (formerly GEOG 331)</a>   | 3   |
| GIS requirement. Choose one of:                                       |                                                                               | 4   |
| <a href="#">GEOG 253</a>                                              | <a href="#">Introduction to Geographic Information Systems</a>                |     |
| <a href="#">GEOG 357/ BIO 357</a>                                     | <a href="#">Conservation GIS</a>                                              |     |
| Environmental Communications requirement. Complete the following:     |                                                                               | 3   |
| <a href="#">CMNS 257/ GEOG 257</a>                                    | <a href="#">Environment: Science and Communications</a>                       |     |
| Ethics in Environmental Practice requirement. Complete the following: |                                                                               | 6   |
| <a href="#">GEOG 256</a>                                              | <a href="#">Knowledge and Ethics in Geographic and Environmental Research</a> |     |
| <a href="#">PHIL 318</a>                                              | <a href="#">Environmental Ethics</a>                                          |     |
| Ecology and Environmental Systems requirements.                       |                                                                               |     |
| <a href="#">GEOG 103</a>                                              | <a href="#">The Physical Environment</a>                                      | 4   |
| Choose one of:                                                        |                                                                               | 4   |
| <a href="#">GEOG 201</a>                                              | <a href="#">Climate and People</a>                                            |     |
| <a href="#">GEOG 202</a>                                              | <a href="#">Understanding Your Earth: Landforms and Processes</a>             |     |
| Choose one of:                                                        |                                                                               | 4   |
| <a href="#">BIO 106</a>                                               | <a href="#">Ecology from an Urban Perspective</a>                             |     |
| <a href="#">BIO 210</a>                                               | <a href="#">Introduction to Ecology</a>                                       |     |
| <a href="#">BIO 219/ GEOG 219</a>                                     | <a href="#">Biogeography</a>                                                  |     |
| Agriculture and Environment requirement. Choose one of:               |                                                                               | 3   |
| <a href="#">AGRI 124</a>                                              | <a href="#">Introduction to Horticulture</a>                                  |     |
| <a href="#">AGRI 163</a>                                              | <a href="#">Pest Biology and Identification</a>                               |     |
| <a href="#">AGRI 237</a>                                              | <a href="#">Introduction to the Health of Farm Animals</a>                    |     |
| Soils requirement. Choose from one of:                                |                                                                               | 3-4 |
| <a href="#">AGRI 204</a>                                              | <a href="#">Introduction to Soils and Soil Fertility</a>                      |     |
| <a href="#">GEOG 315</a>                                              | <a href="#">Soilscapes</a>                                                    |     |
| Economics requirement. Choose one of:                                 |                                                                               | 3   |
| <a href="#">ECON 100</a>                                              | <a href="#">Principles of Microeconomics</a>                                  |     |
| <a href="#">ECON 101</a>                                              | <a href="#">Principles of Macroeconomics</a>                                  |     |
| <a href="#">ECON 242/ GEOG 242</a>                                    | <a href="#">Economic Geography</a>                                            |     |

|                                                                             |                                                                                                      |     |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----|
| <a href="#">Society and Culture (lower level) requirement. (see Note 2)</a> |                                                                                                      | 3-4 |
|                                                                             | <a href="#">One course from List 1A: Society and Culture</a>                                         |     |
| <a href="#">Resource Management requirement. Choose one of:</a>             |                                                                                                      | 3-4 |
| <a href="#">AGRI 311</a>                                                    | <a href="#">Sustainable Soil Management</a>                                                          |     |
| <a href="#">AGRI 371</a>                                                    | <a href="#">Agroecology</a>                                                                          |     |
| <a href="#">BIO 310</a>                                                     | <a href="#">Conservation Biology</a>                                                                 |     |
| <a href="#">ENV 321</a>                                                     | <a href="#">Science of Waste Management</a>                                                          |     |
| <a href="#">ENV 345</a>                                                     | <a href="#">Invasive Species Management</a>                                                          |     |
| <a href="#">GEOG 311</a>                                                    | <a href="#">Global Resources and Environment</a>                                                     |     |
| <a href="#">GEOG 318</a>                                                    | <a href="#">Water Resources Management</a>                                                           |     |
| <a href="#">GEOG 319/ BIO 319</a>                                           | <a href="#">Swamps and Bogs</a>                                                                      |     |
| <a href="#">Environmental Equity, Justice, and Action. Choose one of:</a>   |                                                                                                      | 3-4 |
| <a href="#">ANTH 368 / SOC 368</a>                                          | <a href="#">Power, Inequality, and the Environment</a>                                               |     |
| <a href="#">ENV 321</a>                                                     | <a href="#">Science of Waste Management</a>                                                          |     |
| <a href="#">ENV 330</a>                                                     | <a href="#">Sustainable Fashion</a>                                                                  |     |
| <a href="#">ENV 345</a>                                                     | <a href="#">Invasive Species Management</a>                                                          |     |
| <a href="#">GEOG 312</a>                                                    | <a href="#">Nature, Power, and Place</a>                                                             |     |
| <a href="#">GEOG 318</a>                                                    | <a href="#">Water Resources Management</a>                                                           |     |
| <a href="#">GEOG 325</a>                                                    | <a href="#">Health and Place</a>                                                                     |     |
| <a href="#">GEOG 364</a>                                                    | <a href="#">International Planning and Development Policy: Adapting to Climate Change</a>            |     |
| <a href="#">PLAN 366</a>                                                    | <a href="#">Resiliency Principles and Spatial Planning</a>                                           |     |
| <a href="#">PLAN 410</a>                                                    | <a href="#">Indigenizing Planning: Indigenous Land Use and Community Planning</a>                    |     |
| <a href="#">SOC 346</a>                                                     | <a href="#">Environmental Justice</a>                                                                |     |
| <a href="#">Social and Cultural Systems requirement. (see Note 2)</a>       |                                                                                                      | 6-8 |
|                                                                             | <a href="#">Two courses from List 2A: Society, Culture, and Economy</a>                              |     |
| <a href="#">Professional and Research Skills requirement. (see Note 2)</a>  |                                                                                                      | 3-4 |
|                                                                             | <a href="#">One course from List 2B: Professional and Research Skills</a>                            |     |
| <a href="#">Biophysical Systems requirement. (see Note 2)</a>               |                                                                                                      | 3-5 |
|                                                                             | <a href="#">One course from List 2C: Sciences</a>                                                    |     |
| <a href="#">Choose one of:</a>                                              |                                                                                                      | 3-4 |
| <a href="#">Environmental Capstone requirement. Choose one of:</a>          |                                                                                                      | 3-4 |
| <a href="#">ENV 398</a>                                                     | <a href="#">Strategies for Environmental Sustainability</a><br><a href="#">Environmental Project</a> |     |
| <a href="#">ENV 410</a>                                                     | <a href="#">Environmental Seminar</a>                                                                | 4   |
| <a href="#">GEOG 256</a>                                                    | <a href="#">Knowledge and Ethics in Geographic and Environmental Research</a>                        | 3   |
| <a href="#">PHIL 318</a>                                                    | <a href="#">Environmental Ethics</a>                                                                 | 3   |
| <a href="#">Applied Environmental Practice requirement. Choose one of:</a>  |                                                                                                      | 0-6 |

|           |                                                            |  |
|-----------|------------------------------------------------------------|--|
| COOP 110  | Co-op Work Term I (see Note 34)                            |  |
| ENV 412   | Environmental Practicum (formerly GEOG 412)                |  |
| <b>or</b> | Demonstration of previous environmental work (see Note 42) |  |

[Note 1: Students are encouraged to complete the Statistics requirement within the first 30 credits \(direct entry\) or first year in the program \(transfer students\).](#)

[Note 2: A course can only be used to meet one program requirement.](#)

Note 34: Students must be admitted to the [Co-operative Education](#) program in order to take COOP courses. Co-op students may use two additional COOP courses in place of electives.

Note 42: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes is subject to program chair review. See the [BES website](#) for more details.

**Research, methods, and engagement core: 20-22 credits**

| Course                      | Title                                                                                         | Credits |
|-----------------------------|-----------------------------------------------------------------------------------------------|---------|
| GMNS 125                    | <a href="#">Introduction to Professional Communication</a>                                    | 3       |
| <b>or</b> ENGL 105          | <a href="#">Academic Writing</a>                                                              | -       |
| ENV 212                     | <a href="#">Environmental Field and Lab Techniques</a>                                        | 4       |
| GEOG 253                    | <a href="#">Introduction to Geographic Information Systems</a>                                | 4       |
| <b>or</b> GEOG 357/ BIO 357 | <a href="#">Conservation GIS</a>                                                              | -       |
| PHIL 100                    | <a href="#">Reasoning: An Introduction to Critical Thinking</a>                               | 3       |
| <b>One of:</b> (see Note 1) |                                                                                               | 3-4     |
| PSYC 110                    | <a href="#">Applied Statistical Analysis in Psychology</a>                                    |         |
| STAT 104                    | <a href="#">Introductory Statistics</a>                                                       |         |
| STAT 106                    | <a href="#">Statistics I</a>                                                                  |         |
| STAT 270/ MATH 270          | <a href="#">Introduction to Probability and Statistics</a>                                    |         |
| <b>Plus:</b>                | <a href="#">One course from <b>List 2B: Professional and Research Skills</b> (see Note 2)</a> | 3-4     |

[Note 1: Students are encouraged to complete the Statistics requirement within the first 30 credits \(direct entry\) or first year in the program \(transfer students\).](#)

[Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.](#)

**Breadth requirements: 33-37 credits**

| Course   | Title                                                               | Credits |
|----------|---------------------------------------------------------------------|---------|
|          | <a href="#">One course from <b>List 1A: Society and Culture</b></a> | 3-4     |
|          | <a href="#">One course from <b>List 1B: Political Economy</b></a>   | 3       |
| GEOG 103 | <a href="#">The Physical Environment</a>                            | 4       |

|                  |                                                                  |     |
|------------------|------------------------------------------------------------------|-----|
| GEOG 201         | Climate and People                                               | 4   |
| or GEOG 202      | Understanding Your Earth: Landforms and Processes                | -   |
| <b>One of:</b>   |                                                                  | 3   |
| AGRI 124         | Introduction to Horticulture                                     |     |
| AGRI 163         | Pest Biology and Identification                                  |     |
| AGRI 203         | Fundamentals of Integrated Pest Management                       |     |
| AGRI 204         | Introduction to Soils and Soil Fertility                         |     |
| AGRI 220         | Plants in the Landscape                                          |     |
| AGRI 237         | Introduction to the Health of Farm Animals                       |     |
| AGRI 238         | Equine Production and Management                                 |     |
| AGRI 239         | Management and Production of Beef, Sheep, and Goats              |     |
| AGRI 256         | Management and Production of Poultry and Swine                   |     |
| AGRI 306         | Field Techniques in Integrated Pest Management                   |     |
| <b>One of:</b>   |                                                                  | 4   |
| BIO 106          | Ecology from an Urban Perspective                                | -   |
| BIO 210          | Introduction to Ecology                                          | -   |
| BIO 219/GEOG 219 | Biogeography                                                     | -   |
| <b>Plus:</b>     |                                                                  |     |
| ENV 331          | Environmental Assessment and Management (formerly GEOG 331)      | 3   |
|                  | Two courses from <b>List 2A: Society, Culture, and Economy</b>   | 6-8 |
|                  | One course from <b>List 2B: Professional and Research Skills</b> | 3-4 |

**Elective courses**

Students will also complete 34-47 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

**Thematic lists**

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details, or consult with an Academic Advisor.

**List 1A: Society and Culture**

| Course                   | Title                                                                                      | Credits |
|--------------------------|--------------------------------------------------------------------------------------------|---------|
| AH 270                   | Architecture and Nature: Building Between Earth and Sky                                    | 3       |
| <a href="#">ANTH 202</a> | <a href="#">Ethnographic Toolkit</a>                                                       | 3       |
| ANTH 268                 | Culture and Environment                                                                    | 3       |
| ENGL 215                 | Creative Writing: Creative Non-fiction                                                     | 3       |
| GDS 100                  | Introduction to Global Development Ideas and Practices (formerly also offered as GEOG 109) | 3       |

|                              |                                                                                |              |
|------------------------------|--------------------------------------------------------------------------------|--------------|
| GEOG 130                     | Geography of Canada                                                            | 3            |
| GEOG 140                     | Human Geography (discontinued)                                                 | 3            |
| <del>HIIST 100E</del>        | <del>Introduction to World History</del>                                       | <del>3</del> |
| <del>GEOG 160</del>          | <del>Settlements: Why We Live Where We Do</del>                                | <del>3</del> |
| IPK 102                      | Introduction to Indigenous Peoples Knowledges                                  | 3            |
| <del>MACS 240</del>          | <del>Media, Money, and Power</del>                                             | <del>3</del> |
| <del>PHIL 100</del>          | <del>Reasoning: Introduction to Critical Thinking</del>                        | <del>3</del> |
| SOC 247                      | Culture of Capitalism                                                          | 3            |
| <del>SOC 255/ MACS 255</del> | <del>Introduction to Social Research (formerly also offered as ANTH 255)</del> | <del>3</del> |
| <del>SOC 260/ ANTH 260</del> | <del>Food for Thought: Food, Culture, and Society</del>                        | <del>3</del> |
| SOC 289                      | Sociology of Human-Animal Relations                                            | 3            |

**List 1B: Political Economy**

| Course                        | Title                                   | Credits      |
|-------------------------------|-----------------------------------------|--------------|
| <del>EGON 100</del>           | <del>Principles of Microeconomics</del> | <del>3</del> |
| <del>EGON 101</del>           | <del>Principles of Macroeconomics</del> | <del>3</del> |
| <del>EGON 242/ GEOG 242</del> | <del>Economic Geography</del>           | <del>3</del> |

**List 2A: Society, Culture, and Economy**

| Course                        | Title                                                                     | Credits      |
|-------------------------------|---------------------------------------------------------------------------|--------------|
| <del>ANTH 368 / SOC 368</del> | <del>Power, Inequality, and the Environment</del>                         | <del>4</del> |
| <del>AGRI 371</del>           | <del>Agroecology</del>                                                    | <del>3</del> |
| ECON 361/ GEOG 361            | Environmental Economics                                                   | 3            |
| ENV 330                       | Sustainable Fashion                                                       | 4            |
| GDS 332                       | Refugees, Displacement, and Development                                   | 4            |
| GEOG 311                      | Global Resources and Environment                                          | 4            |
| GEOG 312                      | Political Ecology                                                         | 4            |
| GEOG 314                      | Geography of Food                                                         | 4            |
| <del>GEOG 325</del>           | <del>Health and Place</del>                                               | <del>3</del> |
| GEOG 340/ GDS 340             | Geographies of Development: Landscapes of Inequality                      | 4            |
| GEOG 360                      | Introduction to Regional and Community Planning                           | 4            |
| GEOG 364                      | International Planning and Development Policy: Adapting to Climate Change | 4            |
| IPK 386                       | Braiding Indigenous Knowledges, Practices, and Worldviews                 | 3            |

|                              |                                                         |              |
|------------------------------|---------------------------------------------------------|--------------|
| IPK 401                      | Indigenous Worldviews and Spirituality                  | 3            |
| PSYC 364                     | Environmental Psychology                                | 3            |
| <del>RLST 380</del>          | <del>Religion, Nature, and Science (discontinued)</del> | <del>3</del> |
| SOC 346                      | Environmental Justice                                   | 4            |
| SOC 348                      | Protest and Social Movements                            | 4            |
| <del>SOC 368/ ANTH 368</del> | <del>Power, Inequality, and the Environment</del>       | <del>4</del> |

**List 2B: Professional and Research Skills**

| Course                           | Title                                                                                     | Credits      |
|----------------------------------|-------------------------------------------------------------------------------------------|--------------|
| CMNS 312                         | Public Relations Campaigns                                                                | 3            |
| CMNS 325                         | Writing for the Sciences and Technologies                                                 | 3            |
| CMNS 335                         | Advanced Public Speaking                                                                  | 4            |
| CMNS 360                         | Communicating for Change                                                                  | 3            |
| CMNS 465                         | Grant and Proposal Writing                                                                | 3            |
| CMNS 480/<br>MACS 480            | Crisis Communications                                                                     | 4            |
| ENV 345                          | Invasive Species Management                                                               | 4            |
| GD 469                           | Design Inquiry: Practice (formerly MEDA 469)                                              | 3            |
| GEOG 252                         | Explanation in Geography: Quantitative Methods                                            | 4            |
| GEOG 353                         | GIS Applications                                                                          | 4            |
| <del>GEOG 355</del>              | <del>GIS for the Built Environment</del>                                                  | <del>3</del> |
| GEOG 357/ BIO<br>357             | Conservation GIS                                                                          | 4            |
| GEOG 453                         | Remote Sensing of the Environment                                                         | 4            |
| GEOG 454                         | Geospatial Data Analysis and Modeling                                                     | 4            |
| IPK 344                          | Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344) | 3            |
| JRNL 301/ CMNS<br>301            | Multimedia Journalism                                                                     | 4            |
| PLAN 366                         | Resiliency Principles and Spatial Planning                                                | 4            |
| <del>PLAN 410</del>              | <del>Indigenizing Planning: Indigenous Land Use and Community Planning</del>              | <del>4</del> |
| <del>SOC 255/ MACS<br/>255</del> | <del>Introduction to Social Research (formerly also offered as ANTH 255)</del>            | <del>3</del> |
| SOC 355/ MACS<br>355             | Quantitative Research Methods (formerly also offered as ANTH 355)                         | 4            |
| SOC 356/ MACS<br>356             | Qualitative Research Methods (formerly also offered as ANTH 356)                          | 4            |
| SOC 357                          | Advanced Research Methods                                                                 | 4            |
| STAT 307                         | Data Visualization                                                                        | 3            |

|          |                             |   |
|----------|-----------------------------|---|
| STAT 315 | Applied Regression Analysis | 3 |
| STAT 330 | Design of Experiments       | 3 |
| STAT 350 | Survey Sampling             | 3 |
| VA-390   | Community Arts Practice     | 3 |

Note: Students choosing to take lower-level courses in List 2B must ensure that they still meet the prerequisites for the required upper-level courses.

**List 2C: Sciences**

| Course                   | Title                                                          | Credits |
|--------------------------|----------------------------------------------------------------|---------|
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a> | 3       |
| AGRI 311                 | Sustainable Soil Management                                    | 3       |
| AGRI 321                 | Vegetable Crop Production: Science and Practice                | 3       |
| AGRI 323                 | Fruit Crop Production: Science and Practice                    | 3       |
| AGRI 324                 | Protected Crop Production: Science and Practice                | 3       |
| AGRI 327                 | Nursery Production and Propagation: Science and Practice       | 3       |
| AGRI 328                 | Forage Crop Production: Science and Practice                   | 3       |
| AGRI 331                 | Dairy Herd Management: Science and Practice                    | 3       |
| <a href="#">AGRI 371</a> | <a href="#">Agroecology</a>                                    | 3       |
| BIO 307                  | Anatomy and Diversity of Plants                                | 4       |
| BIO 310                  | Conservation Biology                                           | 3       |
| BIO 330                  | Plants and Animals of British Columbia                         | 4       |
| BIO 335/ GEOG 335        | Freshwater Ecology                                             | 4       |
| BIO 340                  | Population and Community Ecology                               | 4       |
| BIO 360                  | Insect Biology                                                 | 4       |
| BIO 370                  | Introduction to Mycology                                       | 4       |
| BIO 380                  | Ornithology                                                    | 4       |
| BIO 390                  | Animal Behaviour                                               | 4       |
| BIO 410/ GEOG 410        | Plant Ecology                                                  | 4       |
| BIO 418                  | Ethnobotany                                                    | 4       |
| BIO 426                  | Environmental Microbiology                                     | 4       |
| BIO 430                  | Forest Ecology                                                 | 3       |
| ENV 321                  | Science of Waste Management                                    | 4       |
| ENV 345                  | Invasive Species Management                                    | 4       |
| GEOG 302                 | River Geomorphology                                            | 4       |
| GEOG 303                 | Environmental Hydrology                                        | 4       |
| GEOG 304                 | Coasts and Climate Change                                      | 4       |
| GEOG 307                 | Urban Climatology                                              | 4       |
| GEOG 308                 | Climate Change and Variability                                 | 4       |
| GEOG 315                 | Soilscales                                                     | 4       |

|                   |                                      |   |
|-------------------|--------------------------------------|---|
| GEOG 318          | Water Resources Management           | 4 |
| GEOG 319/ BIO 319 | Swamps and Bogs                      | 4 |
| GEOG 402          | Quaternary Geology and Geomorphology | 4 |
| GEOG 419/ BIO 419 | Paleoecology                         | 4 |
| IPK 477/ BIO 477  | Traditional Ecological Knowledges    | 4 |

Note: ~~No more than four credits may be in directed studies/directed readings courses. Courses may be listed in more than one list. A course may only be used once to meet a program requirement.~~

**Co-operative Education option**

Students in the Bachelor of Environmental Studies degree program are strongly encouraged to apply for Co-operative Education. Co-operative Education is common to most Environmental Studies programs. The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Environmental Studies program. Co-operative Education experiences can be used to meet the program's professional competency requirement. See the [Co-operative Education](#) section for more details.

Co-op students will use COOP 110 to satisfy part of the Environmental Core requirements, and two additional COOP courses in place of electives.

**Minors in other programs**

Students completing the Bachelor of Environmental Studies may combine this with any existing minors or extended minors offered at UFV ~~(except the Environmental Studies minor). In , with the exception of Biology, Geography, Environmental Studies, or Physical Geography. In~~ such cases, the transcript will specify both the BES and extended minor or minor program completed.

In order to complete the degree in a timely fashion, students wishing to combine the BES with any permitted minor and/or extended minor must seek approval of the appropriate program advisors. Students who wish to combine the degree with a minor or extended minor may need to complete more than 120 credits and will need to meet the graduation and program requirements for both the degree and the selected minor or extended minor.

**Courses at other institutions**

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission in advance from an Academic Advisor. A Letter of Permission request is available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.00) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student.

**Policies relevant to the BES**

**Course Repeat policy (86):** Students are not permitted to register for the same course more than three times. Students wishing to register for a course for a fourth time should connect with the [Student Rights and Responsibilities Office](#). All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the

number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

**Undergraduate Continuance policy (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

**Subsequent and Concurrent Bachelor Degree policy (98):** Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are different, and that the student has met the program requirements. Students will complete at least one third of the total credits required for the additional degree, including at least 30 additional upper-level credits, beyond the credits taken in the first or concurrent degree. All 30 upper-level credits must be obtained through completion of UFV courses.

**Transfer Credit policy (107)** and **Prior Learning Assessment and Recognition (PLAR) policy (94):** Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning.

#### **Residency**

Of 120 credits for the BES, at least ~~60~~30 must be completed at UFV. At least ~~30~~22 upper-level credits must be completed at UFV.

#### **Graduation requirements**

It is the student’s responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must have completed the BES program with a minimum program GPA of 2.00.

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

#### **Course listings**

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

**Memo for Program Changes**

To: FSCC, FC and UEC

From: Stefania Pizzirani, Chair, Environmental Studies; Afia Raja, Department Head, PGES

Date: 05 December 2025

**Subject: Bachelor of Environmental Studies (Natural Sciences)**

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:
  - a. Reorganization of Calendar Copy
  - b. Elimination of restriction on minors to be usable in program

2. Rationale for change(s):

Collectively, these changes constitute the first holistic revision of the BES-Natural Sciences (BES-NS) degree since the program was introduced. They are being made ahead of an upcoming external review of the program, its first, beginning in January 2026. We prefer to instil these changes now (rather than after the program review) because we believe the changes are very beneficial and are worth pursuing now instead of waiting for two years. Many courses from the previous BES-NS program outline are still in the revised BES-NS program outline but have only been reorganized and moved to a new all-encompassing breadth section in the program outline. Some additional course requirements have been added (detailed more below) to more clearly connect with subject areas and PLOs. These course additions change the BES-NS required course allotment from the previous 100-116 credit range to the revised 102-118 credit range. The program learning outcomes have been updated in language and organization, but they remain consistent in focus and priorities with previous learning outcomes for the BES-NS. NOTE: formatting changes can be more clearly seen in the “Calendar Copy NEW FORMAT” document.

The proposed changes are the result of the following:

- the new BES program outline has been revised to more clearly communicate the subject areas students will select courses from (and these subject areas are aligned with the PLOs). These are: Writing requirement, Statistics requirement, Environmental Core (inclusive of a lower-level GIS

requirement), Environmental Communications requirement, Ethics in Environmental Practice requirement, Ecology and Environmental Systems requirement, Agriculture and Environment requirement, Economics requirement, Society and Culture (lower level) requirement, Biophysical Systems requirement, Resource Management requirement, Advanced GIS requirement, Professional and Research Skills requirement, Environmental Capstone requirement, and an Applied Environmental Practice requirement.

- a review of course credit distribution in light of changes to individual course credit counts (from 4 to 3) and to increase upper-level rigor within BES-NS. The increased upper-level course requirements include:
  - new requirement for a course in “Resource Management” (PLO 1, 6, 7) to replace requirement for course from list 2a (thus, the list 2a will be removed from the BES-NS calendar copy)
- the intent to better meet existing agriculture-related learning outcomes (PLO 3, 4) in the “Agriculture and the Environment” with a narrower lower-level list: AGRI 124, AGRI 163, or AGRI 237. Note: AGRI 204 was moved from this “one-of” list to a mandatory requirement in new “Ecology and Environmental Systems” list, and AGRI 220 was moved to List 1a.
- reduction of options for Agriculture requirement: after consulting with the Agriculture Department Head, we agreed upon the removal of courses that are seldom utilized in the BES program, are less relevant to program (e.g., AGRI 238 – Equine Production and Management), and/or are AGRI courses that require other AGRI pre-requisites.
- a need to integrate new courses to the program: addition of GEOG 256 and ENV 398 to core requirements; GEOG 160 added to List 1a; ENV 330 added to List 2b; GEOG 355 added to List 2b; PLAN 410 added to List 2b; and shifting PHIL 100 to List 1a (previously a program requirement);. Note: GEOG 256 replaces PHIL 100 as a program requirement, and ENV 398 is designed to replace ENV 410 (ENV 410 will no longer be offered but needed to remain in the program calendar until the new ENV 398 course is approved).
- the goal of creating an additional course to meet the program’s ethics requirement: GEOG 256 is being added as the first ethics requirement, and this will count as a pre-requisite for the second ethics requirement (PHIL 318).
- a need to support increased transferability from BCIT environmental programs and other institutions: lowered residency requirement from 60 credits to 30 credits (which is consistent with BSc). 45 upper-level credits are still required but now only 22 upper-level credits are required to be completed at UFV (down from 30 upper-level credits).
- a goal of increasing options for minors in the BES-NS, particularly in light of the development of more ENV curriculum over the past several years; the redesign of Geography program requirements, and the suspension of Physical Geography programs: removing restriction that does not currently allow for students to also complete a minor in Geography, Biology or Physical Geography. BES-NS students are of course not allowed to complete a minor in Environmental Studies.

- the need to update options for the Lists. The changes to the Lists include:
    - List 1a: removal of: HIST 100e, MACS 240, and SOC/ ANTH 260; addition of AGRI 220, ANTH 202, GEOG 160, and PHIL 100 (shift from program requirement to program option)
    - List 1b: removal of separate list for 1B “Political Economy” as this is now moved into the breadth requirement section under “Economics requirement”
    - List 2a: new requirement for a course in “Resource Management” (PLO 1, 6, 7) to replace requirement for course from list 2a (thus, the list 2a will be removed from the BES-NS calendar copy)
    - List 2b: one less required course from List 2b (previously, the “select a course from List 2b” requirement was listed twice in the previous course calendar; this has been corrected to show only once); addition of ENV 330, GEOG 355, and PLAN 410; removal of CMNS 300/JRNL 300, CMNS 301/JFNL 301, and VA 390; and move of SOC/MACS 255 from List 2b into List 1a. Note: one lower-level course (GEOG 252) remains in List 2b since it was “orphaned” when its previous List 1c was eliminated (GEOG 252 is still a great course to have in the program but it does not quite fit into the remaining lower-level list (List 1a) nor does it fit into the breadth requirements list).
    - List 2c: addition of AGRI 306, AGRI 371
  - a need to streamline the calendar copy and improve readability: reorganization of requirements into a new all-encompassing breadth section in the program outline. More titles are added to help describe the requirements which better connects the requirements to the program learning outcomes.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

As previously stated, the program learning outcomes have been updated in language and organization, but they remain consistent in focus and priorities with previous learning outcomes for the BES-NS. The Program Learning Outcomes (PLOs) are reorganized but the foci and intent of these LOs remain consistent with previous PLOs. The previous PLO framework was overly complicated and mapped course and program outcomes together. The previous course and PLOs have been collated into 10 new PLOs.

| <b>Bachelor of Environmental Studies (Natural Sciences) PLOs 2025</b> |                                                                                                                                                                                                                                         | <b>ILOs</b> |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1                                                                     | Engage in thoughtful, informed, and critical discussions of current and emerging challenges related to ecology and environmental science, including climate change, resource use and depletion, and waste. (“Integrative Science”)      | 2, 6        |
| 2                                                                     | Identify relationships between economic systems, social well-being, and access to environmental goods and services. (“Equity”)                                                                                                          | 2, 6, 7     |
| 3                                                                     | Articulate the relationships between ecosystem functions, soil and ecological health, and sustainable food production and agricultural land use in British Columbia and elsewhere. (“One Health”)                                       | 2, 6        |
| 4                                                                     | Responsibly utilize a range of data and knowledge collection practices and analysis tools for both discrete and non-discrete phenomena, including: field data collection, laboratory analysis, GIS, and statistics. (“Data Collection”) | 1           |
| 5                                                                     | Articulate the role and centrality of Indigenous knowledge and rights in studying and developing strategies to conserve and enhance ecosystem values and services. (“Rights”)                                                           | 5           |
| 6                                                                     | Draw upon diverse sources and forms of knowledge, in combination of different disciplinary approaches, to pose, interpret, and devise strategies to address environmental questions. (Including OCAP) (“Knowledge”)                     | 1, 5        |
| 7                                                                     | Adapt, identify, and apply appropriate data and tools for specific and real-world problems and contexts. (“Application”)                                                                                                                | 6, 7, 8     |
| 8                                                                     | Exercise leadership, collaboration, and effective decision-making strategies, and propose multiple approaches to research and addressing environmental needs. (“Collaborative Leadership”)                                              | 4           |
| 9                                                                     | Articulate one’s capacity to and limitations in effecting change, particularly on matters for which there are no easy or quick answers. (“Limits to Knowledge”)                                                                         | 4, 8        |
| 10                                                                    | Utilize appropriate, inclusive, and audience-specific communications tools and reflect on their effectiveness. (“Effective Communications”)                                                                                             | 3           |

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

The program changes include adding GEOG 256, a course heavily focused on Indigenous knowledge, collaboration, rights, etc., in research and fieldwork; an upper-level course requirement in *Resource Management*—each course in this stream incorporates a strong focus on Indigenous engagement and knowledge. In addition, the reduced residency requirement will support transfer from BCIT’s *Fish, Wildlife, and Recreation* program, a diploma that has been redesigned to better serve rural and Indigenous communities. Existing courses in the BES-NS already regularly incorporate strong focus on Indigenous engagement in resource and environmental management, as well as holistic consideration of belonging and family (c.f., ENV 200, ENV 310, ENV 331).

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

No additional resources are required. The courses added to meet specific UL requirement in *Resource Management* are offered regularly and frequently enrol BES students in larger numbers already. The new Soils requirement was made in consultation with Agriculture, and the courses already draw BES-NS students into them. The upper-level Science requirement can be met by many course options, although we anticipate most students will meet this using one of the ENV or GEOG courses—many of which currently run with seats available—or Agriculture.

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 a substantial impact either negatively or positively in enrollment. These changes help to increase commonalities between UFV's BES-NS and comparable programs at SFU and elsewhere. That benefits students planning on graduate school.

In some cases, students will have greater flexibility associated with course additions and moves, e.g., ENV 398 as an alternative to ENV 410; PHIL 100 moved from requirement to option to meet a requirement.

We believe that the revised calendar copy will also more clearly convey to students the organization and purpose of the 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?

The number of required core or limited options (e.g., select 1 from 3 or 4 courses) is increasing, with the inclusion of a dedicated Soils requirement; the reduction in the number of options to meet the lower-level AGRI requirement; the addition of an upper-level requirement in *Resource Management*. As some courses in ENV and GEOG have moved from 4-credits to 3-credits, these changes are, in part, precipitated by the need to re-boost upper-level credit requirements in the program.

These changes should see more students taking selected ENV courses that are not currently used to meet program requirements (e.g., ENV 321 and ENV 345 are each part of a shorter list of options to meet a program requirement, rather than only being in one of the long lists). However, the BES-NS continues to rely heavily on programs from multiple disciplines, namely Geography, Biology, Agriculture, but also Communications, Soc/Anth, Planning, and others. In sum, a student would be able to complete the new program without taking more ENV courses specifically, but they would take more courses within the program overall.

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

BES-NS students can meet these program requirements based on current seat capacity in upper-level ENV and GEOG, and current enrollment patterns (e.g., many BES-NS students complete their electives within cognate areas of study).

Agriculture already works with Environmental Studies to reserve seats for BES and BES-NS students. We will also request reserve seats for BES students in key BIO courses (e.g., BIO 210) and in GEOG 253.

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.

Overall, the most significant change to the use of electives from other disciplines concerns Agriculture. The department head was consulted while these changes were in progress, and the changes also follow a request from Agriculture to consider adding another Agriculture course requirement in the program.

Consultation was held with the Philosophy department to review and agree upon the addition of GEOG 256 as a pre-requisite option for PHIL 318, and the resulting removal of PHIL 100 (which is a pre-requisite to PHIL 318) as a requirement in the BES program. PHIL 100 has been added to List 1a.

Only one course from outside of Science is being added to the program—ANTH 202, and this has been added following consultation with Anthropology. The course runs with significant available capacity, creating adequate space for students outside the program. As students have many options to meet the specific requirement for a course from List 2b, it is unlikely that ANTH 202 would be taken by more than a couple of students a year (if this), at least initially.

Only a limited number of courses from outside of Science are being *removed* from the program, but few (if any) BES-NS students take these courses to meet program requirements, either because they are infrequently or seldom offered (HIST 100e, VA 390) or because they are less relevant to area of interest. Their removal would have negligible impact.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**Bachelor of Environmental Studies (Natural Sciences) degree**

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**Location**

The majority of courses in the program will be offered on the Abbotsford and Chilliwack campuses; required Agriculture courses are offered in Chilliwack. Most courses are offered in Abbotsford. Required Agriculture courses are offered only at the Chilliwack campus. Students may choose to complete a practicum in order to meet requirements. Practicums may be Canada-based or international.

**Program requirements:**

To be eligible for the BES (Natural Sciences) students must satisfy the following general requirements:

1. 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 4530 must be completed at UFV.
2. 45 upper-level credits, of which 3022 upper-level credits must be completed at UFV.
3. CGPA of 2.00 in all upper-level credits.

In addition, students must complete the course requirements listed in the Program Outline below. After completing the course requirements, the remaining credits required to meet the 120-credit requirement for degree completion (“Electives”) may be chosen from among university-level courses in any discipline. Please check the **course descriptions** section of the calendar for details.

**Program outline**

BES (Natural Sciences) students are required to take the following:

**Environmental core: 23–29 credits Course Requirements: 102-118 99-114 credits**

| Course                                                     | Title                                                                | Credits    |
|------------------------------------------------------------|----------------------------------------------------------------------|------------|
| <u>Writing Requirement. Choose one of:</u>                 |                                                                      | <u>3</u>   |
| <u>CMNS 125</u>                                            | <u>Introduction to Professional Communication</u>                    |            |
| <u>ENGL 105</u>                                            | <u>Academic Writing</u>                                              |            |
| <u>Statistics Requirement. Choose one of: (see Note 1)</u> |                                                                      | <u>3-4</u> |
| <u>PSYC 110</u>                                            | <u>Applied Statistical Analysis in Psychology</u>                    |            |
| <u>STAT 104</u>                                            | <u>Introductory Statistics</u>                                       |            |
| <u>STAT 106</u>                                            | <u>Statistics I</u>                                                  |            |
| <u>STAT 270/ MATH 270</u>                                  | <u>Introduction to Probability and Statistics</u>                    |            |
| <u>Environmental Core. Complete the following:</u>         |                                                                      |            |
| <u>CMNS 257/ GEOG 257</u>                                  | <u>Environment: Science and Communications</u>                       | <u>3</u>   |
| <u>GEOG 256</u>                                            | <u>Knowledge and Ethics in Geographic and Environmental Research</u> | <u>3</u>   |

|                                                                                        |                                                                               |     |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----|
| ENV 111                                                                                | Environmental Issues and Strategies (formerly GEOG 111)                       |     |
| ENV 200                                                                                | Living in Our Watershed                                                       | 4   |
| <a href="#">ENV 212</a>                                                                | <a href="#">Environmental Field and Lab Techniques</a>                        | 4   |
| ENV 310                                                                                | Leadership in Environmental Professions                                       | 3   |
| ENV 331                                                                                | Environmental Assessment and Management (formerly GEOG 331)                   | 3   |
| <a href="#">GEOG 253</a>                                                               | <a href="#">Introduction to Geographic Information Systems</a>                | 4   |
| <a href="#">Environmental Communications requirement. Complete the following:</a>      |                                                                               | 3   |
| <a href="#">CMNS 257/ GEOG 257</a>                                                     | <a href="#">Environment: Science and Communications</a>                       |     |
| <a href="#">Ethics in Environmental Practice requirement. Complete the following:</a>  |                                                                               | 3   |
| <a href="#">GEOG 256</a>                                                               | <a href="#">Knowledge and Ethics in Geographic and Environmental Research</a> | 3   |
| <a href="#">PHIL 318</a>                                                               | <a href="#">Environmental Ethics</a>                                          | 3   |
| <a href="#">Ecology and Environmental Systems requirements</a>                         |                                                                               |     |
| <a href="#">Complete the following:</a>                                                |                                                                               |     |
| <a href="#">AGRI 204</a>                                                               | <a href="#">Introduction to Soils and Soil Fertility</a>                      | 3   |
| <a href="#">BIO 111</a>                                                                | <a href="#">Introductory Biology I</a>                                        | 5   |
| <a href="#">BIO 112</a>                                                                | <a href="#">Introductory Biology II</a>                                       | 5   |
| <a href="#">GEOG 103</a>                                                               | <a href="#">The Physical Environment</a>                                      | 4   |
| <a href="#">Choose one of:</a>                                                         |                                                                               | 4   |
| <a href="#">GEOG 201</a>                                                               | <a href="#">Climate and People</a>                                            |     |
| <a href="#">GEOG 202</a>                                                               | <a href="#">Understanding Your Earth: Landforms and Processes</a>             |     |
| <a href="#">Choose one of:</a>                                                         |                                                                               | 4   |
| <a href="#">BIO 210</a>                                                                | <a href="#">Introduction to Ecology</a>                                       |     |
| <a href="#">BIO 219/ GEOG 219</a>                                                      | <a href="#">Biogeography</a>                                                  |     |
| <a href="#">Choose one of:</a>                                                         |                                                                               | 4-5 |
| <a href="#">CHEM 110</a>                                                               | <a href="#">Introductory Chemistry</a>                                        |     |
| <a href="#">CHEM 113</a>                                                               | <a href="#">Principles of Chemistry I</a>                                     |     |
| <a href="#">Agriculture and Environment Requirement. Choose one of:</a>                |                                                                               | 3   |
| <a href="#">AGRI 124</a>                                                               | <a href="#">Introduction to Horticulture</a>                                  |     |
| <a href="#">AGRI 163</a>                                                               | <a href="#">Pest Biology and Identification</a>                               |     |
| <a href="#">AGRI 237</a>                                                               | <a href="#">Introduction to the Health of Farm Animals</a>                    |     |
| <a href="#">Economics requirement. Choose one of:</a>                                  |                                                                               | 3   |
| <a href="#">ECON 100</a>                                                               | <a href="#">Principles of Microeconomics</a>                                  |     |
| <a href="#">ECON 101</a>                                                               | <a href="#">Principles of Macroeconomics</a>                                  |     |
| <a href="#">ECON 242/ GEOG 242</a>                                                     | <a href="#">Economic Geography</a>                                            |     |
| <a href="#">Society and Culture (lower level) requirement. (see Note 2 and Note 5)</a> |                                                                               |     |
|                                                                                        | <a href="#">One course from List 1A: Society and Culture</a>                  | 3-4 |

|                                                                                      |                                                                                              |                |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
| <a href="#">Biophysical Systems requirement. (see Note 2 and Note 5)</a>             |                                                                                              |                |
|                                                                                      | <a href="#">Five courses from List 2C: Sciences</a>                                          | 15-20          |
| <a href="#">Resource Management requirement. Choose one of:</a>                      |                                                                                              | 3-4            |
| <a href="#">AGRI 371</a>                                                             | <a href="#">Agroecology</a>                                                                  |                |
| <a href="#">BIO 310</a>                                                              | <a href="#">Conservation Biology</a>                                                         |                |
| <a href="#">ENV 321</a>                                                              | <a href="#">Science of Waste Management</a>                                                  |                |
| <a href="#">ENV 345</a>                                                              | <a href="#">Invasive Species Management</a>                                                  |                |
| <a href="#">GEOG 311</a>                                                             | <a href="#">Global Resources and Environment</a>                                             |                |
| <a href="#">GEOG 318</a>                                                             | <a href="#">Water Resources Management</a>                                                   |                |
| <a href="#">GEOG 319/ BIO 319</a>                                                    | <a href="#">Swamps and Bogs</a>                                                              |                |
| <a href="#">Advanced GIS requirement. Choose one of:</a>                             |                                                                                              | 4              |
| <a href="#">GEOG 353</a>                                                             | <a href="#">GIS Applications</a>                                                             |                |
| <a href="#">GEOG 357/ BIO 357</a>                                                    | <a href="#">Conservation GIS</a>                                                             |                |
| <a href="#">Professional and Research Skill requirement. (see Note 2 and Note 5)</a> |                                                                                              | 3-4            |
|                                                                                      | <a href="#">One course from List 2B: Professional and Research Skills (see Note 2)</a>       |                |
| <a href="#">Environmental Capstone requirement. Choose one of:</a>                   |                                                                                              | 3-4            |
| <a href="#">Choose one of:</a>                                                       |                                                                                              | <del>3-4</del> |
| <a href="#">ENV 398</a>                                                              | <a href="#">Strategies for Environmental Sustainability</a> <del>Environmental Project</del> | <del>3</del>   |
| <a href="#">ENV 410</a>                                                              | <a href="#">Environmental Seminar</a>                                                        | 4              |
| <a href="#">Applied Environmental Practice requirement. Choose one of:</a>           |                                                                                              | 0-6            |
| <a href="#">COOP 110</a>                                                             | <a href="#">Co-op Work Term I (see Note 3)</a>                                               |                |
| <a href="#">ENV 412</a>                                                              | <a href="#">Environmental Practicum (formerly GEOG 412)</a>                                  |                |
| or                                                                                   | <a href="#">Demonstration of previous environmental work (see Note 4)</a>                    |                |
| <a href="#">PHIL 318</a>                                                             | <a href="#">Environmental Ethics</a>                                                         | 3              |
| <a href="#">One of:</a>                                                              |                                                                                              | 0-6            |
| <a href="#">COOP 110</a>                                                             | <a href="#">Co-op Work Term I (see Note 1)</a>                                               |                |
| <a href="#">ENV 412</a>                                                              | <a href="#">Environmental Practicum (formerly GEOG 412)</a>                                  |                |
| -                                                                                    | <a href="#">Demonstration of previous environmental work (see Note 2)</a>                    |                |

[Note 1: Students are encouraged to complete the Statistics requirement within the first 30 credits \(direct entry\) or first year in the program \(transfer students\).](#)

[Note 2: A course can only be used to meet one program requirement.](#)

[Note 3: Students must be admitted to the \*\*Co-operative Education\*\* program in order to take COOP courses. COOP 110 is the only COOP course that may be used toward program requirements.](#)

[Note 4: Demonstration of previous environmental work \(paid or unpaid\) corresponding to professional competency learning outcomes is subject to program chair review. See the \*\*BES website\*\* for more details.](#)

Note 5: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Research, methods, and engagement core: 24–26 credits**

| Course                      | Title                                                                         | Credits |
|-----------------------------|-------------------------------------------------------------------------------|---------|
| CMNS-125                    | Introduction to Professional Communication                                    | 3       |
| or ENGL-105                 | Academic Writing                                                              | -       |
| ENV-212                     | Environmental Field and Lab Techniques                                        | 4       |
| GEOG-253                    | Introduction to Geographic Information Systems                                | 4       |
| GEOG-353                    | GIS Applications                                                              | 4       |
| or GEOG-357/ BIO-357        | Conservation GIS                                                              | -       |
| PHIL-100                    | Reasoning: An Introduction to Critical Thinking                               | 3       |
| <b>One of:</b> (see Note 1) |                                                                               | 3–4     |
| PSYC-110                    | Applied Statistical Analysis in Psychology                                    |         |
| STAT-104                    | Introductory Statistics                                                       |         |
| STAT-106                    | Statistics I                                                                  |         |
| STAT-270/ MATH-270          | Introduction to Probability and Statistics                                    |         |
| <b>Plus:</b>                | One course from <b>List 2B: Professional and Research Skills</b> (see Note 2) | 3–4     |

Note 1: Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Breadth requirements: 53–61 credits**

| Course               | Title                                               | Credits |
|----------------------|-----------------------------------------------------|---------|
| -                    | One course from <b>List 1A: Society and Culture</b> | 3–4     |
| -                    | One course from <b>List 1B: Political Economy</b>   | 3       |
| BIO-111              | Introductory Biology I                              | 5       |
| BIO-112              | Introductory Biology II                             | 5       |
| BIO-210              | Introduction to Ecology                             | 4       |
| or BIO-219/ GEOG-219 | Biogeography                                        | -       |
| CHEM-110             | Introductory Chemistry (see Note 1)                 | 4–5     |
| or CHEM-113          | Principles of Chemistry I (see Note 1)              | -       |
| GEOG-103             | The Physical Environment                            | 4       |
| GEOG-201             | Climate and People                                  | 4       |

|                |                                                                         |          |
|----------------|-------------------------------------------------------------------------|----------|
| or GEOG 202    | <a href="#">Understanding Your Earth: Landforms and Processes</a>       | -        |
| <b>One of:</b> |                                                                         | <b>3</b> |
| AGRI 124       | <a href="#">Introduction to Horticulture</a>                            |          |
| AGRI 163       | <a href="#">Pest Biology and Identification</a>                         |          |
| AGRI 203       | <a href="#">Fundamentals of Integrated Pest Management</a>              |          |
| AGRI 204       | <a href="#">Introduction to Soils and Soil Fertility</a>                |          |
| AGRI 220       | <a href="#">Plants in the Landscape</a>                                 |          |
| AGRI 237       | <a href="#">Introduction to the Health of Farm Animals</a>              |          |
| AGRI 238       | <a href="#">Equine Production and Management</a>                        |          |
| AGRI 239       | <a href="#">Management and Production of Beef, Sheep, and Goats</a>     |          |
| AGRI 256       | <a href="#">Management and Production of Poultry and Swine</a>          |          |
| AGRI 306       | <a href="#">Field Techniques in Integrated Pest Management</a>          |          |
| <b>Plus:</b>   |                                                                         |          |
|                | One courses from <a href="#">List 2A: Society, Culture, and Economy</a> | 3-4      |
|                | Five courses from <a href="#">List 2C: Sciences</a> (see Note 2)        | 15-20    |

Note 1: Students wishing to complete additional courses in Chemistry will be required to take CHEM 113 and CHEM 114. Please see calendar for prerequisites for CHEM 113. Courses in 200-level Chemistry and above are highly recommended for students continuing on into Environmental Science employment and graduate school.

Note 2: Students wishing to apply for the Professional Agrologist (P.Ag.) designation will need to take courses from this list that fits the **B.C. Institute of Agrologists'** definition of "agrology". These students are also encouraged to complete a sixth course from List 2C, including one or more upper-level AGRI courses.

**Elective courses**

Students will also complete 7-24 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

**Thematic lists**

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details, or consult with an Academic Advisor.

**List 1A: Society and Culture**

| Course                   | Title                                                   | Credits           |
|--------------------------|---------------------------------------------------------|-------------------|
| <a href="#">AGRI 220</a> | <a href="#">Plants in the Landscape</a>                 | <a href="#">3</a> |
| AH 270                   | Architecture and Nature: Building Between Earth and Sky | 3                 |
| <a href="#">ANTH 202</a> | <a href="#">Ethnographic Toolkit</a>                    | <a href="#">3</a> |
| ANTH 268                 | Culture and Environment                                 | 3                 |
| ENGL 215                 | Creative Writing: Creative Non-fiction                  | 3                 |

|                                   |                                                                                            |                   |
|-----------------------------------|--------------------------------------------------------------------------------------------|-------------------|
| GDS 100                           | Introduction to Global Development Ideas and Practices (formerly also offered as GEOG 109) | 3                 |
| GEOG 130                          | Geography of Canada                                                                        | 3                 |
| GEOG 140                          | Human Geography (discontinued)                                                             | 3                 |
| <a href="#">GEOG 160</a>          | <a href="#">Settlements: Why We Live Where We Do</a>                                       | <a href="#">3</a> |
| IPK 102                           | Introduction to Indigenous Peoples Knowledges                                              | 3                 |
| <del>MACS 240</del>               | <del>Media, Money, and Power</del>                                                         | <del>3</del>      |
| <a href="#">PHIL 100</a>          | <a href="#">Reasoning: Introduction to Critical Thinking</a>                               | <a href="#">3</a> |
| SOC 247                           | Culture of Capitalism                                                                      | 3                 |
| <a href="#">SOC 255/ MACS 255</a> | <a href="#">Introduction to Social Research (formerly also offered as ANTH 255)</a>        | <a href="#">3</a> |
| SOC 260/ ANTH 260                 | Food for Thought: Food, Culture, and Society                                               | 3                 |
| SOC 289                           | Sociology of Human-Animal Relations                                                        | 3                 |

**List 1B: Political Economy**

| <b>Course</b>                      | <b>Title</b>                                 | <b>Credits</b>    |
|------------------------------------|----------------------------------------------|-------------------|
| <a href="#">EGON 100</a>           | <a href="#">Principles of Microeconomics</a> | <a href="#">3</a> |
| <a href="#">EGON 101</a>           | <a href="#">Principles of Macroeconomics</a> | <a href="#">3</a> |
| <a href="#">EGON 242/ GEOG 242</a> | <a href="#">Economic Geography</a>           | <a href="#">3</a> |

**List 2A: Society, Culture, and Economy**

| <b>Course</b>                      | <b>Title</b>                                                                              | <b>Credits</b>    |
|------------------------------------|-------------------------------------------------------------------------------------------|-------------------|
| <a href="#">AGRI 371</a>           | <a href="#">Agroecology</a>                                                               | <a href="#">3</a> |
| <a href="#">EGON 361/ GEOG 361</a> | <a href="#">Environmental Economics</a>                                                   | <a href="#">3</a> |
| <a href="#">GDS 332</a>            | <a href="#">Refugees, Displacement, and Development</a>                                   | <a href="#">4</a> |
| <a href="#">GEOG 311</a>           | <a href="#">Global Resources and Environment</a>                                          | <a href="#">4</a> |
| <a href="#">GEOG 312</a>           | <a href="#">Political Ecology</a>                                                         | <a href="#">4</a> |
| <a href="#">GEOG 314</a>           | <a href="#">Geography of Food</a>                                                         | <a href="#">4</a> |
| <a href="#">GEOG 340/ GDS 340</a>  | <a href="#">Geographies of Development: Landscapes of Inequality</a>                      | <a href="#">4</a> |
| <a href="#">GEOG 360</a>           | <a href="#">Introduction to Regional and Community Planning</a>                           | <a href="#">4</a> |
| <a href="#">GEOG 364</a>           | <a href="#">International Planning and Development Policy: Adapting to Climate Change</a> | <a href="#">4</a> |
| <a href="#">IPK 386</a>            | <a href="#">Braiding Indigenous Knowledges, Practices, and Worldviews</a>                 | <a href="#">3</a> |
| <a href="#">IPK 401</a>            | <a href="#">Indigenous Worldviews and Spirituality</a>                                    | <a href="#">3</a> |
| <a href="#">PSYG 364</a>           | <a href="#">Environmental Psychology</a>                                                  | <a href="#">3</a> |
| <a href="#">RLST 380</a>           | <a href="#">Religion, Nature, and Science (discontinued)</a>                              | <a href="#">3</a> |

|                                   |                                                        |                   |
|-----------------------------------|--------------------------------------------------------|-------------------|
| <a href="#">SOC 346</a>           | <a href="#">Environmental Justice</a>                  | <a href="#">4</a> |
| <a href="#">SOC 348</a>           | <a href="#">Protest and Social Movements</a>           | <a href="#">4</a> |
| <a href="#">SOC 368/ ANTH 368</a> | <a href="#">Power, Inequality, and the Environment</a> | <a href="#">4</a> |

**List 2B: Professional and Research Skills**

| <b>Course</b>                      | <b>Title</b>                                                                              | <b>Credits</b>    |
|------------------------------------|-------------------------------------------------------------------------------------------|-------------------|
| <a href="#">CMNS 300/ JRNL 300</a> | <a href="#">Introduction to the Practice of Journalism (discontinued)</a>                 | <a href="#">3</a> |
| <a href="#">CMNS 301/ JRNL 301</a> | <a href="#">Multimedia Journalism</a>                                                     | <a href="#">4</a> |
| CMNS 312                           | Public Relations Campaigns                                                                | 3                 |
| CMNS 325                           | Writing for the Sciences and Technologies                                                 | 3                 |
| CMNS 335                           | Advanced Public Speaking                                                                  | 4                 |
| CMNS 360                           | Communicating for Change                                                                  | 3                 |
| CMNS 465                           | Grant and Proposal Writing                                                                | 3                 |
| CMNS 480/<br>MACS 480              | Crisis Communications                                                                     | 4                 |
| <a href="#">ENV 330</a>            | <a href="#">Sustainable Fashion</a>                                                       | <a href="#">4</a> |
| ENV 345                            | Invasive Species Management                                                               | 4                 |
| GD 469                             | Design Inquiry: Practice (formerly MEDA 469)                                              | 3                 |
| GEOG 252                           | Explanation in Geography: Quantitative Methods                                            | 4                 |
| GEOG 353                           | GIS Applications                                                                          | 4                 |
| <a href="#">GEOG 355</a>           | <a href="#">GIS for the Built Environment</a>                                             | <a href="#">3</a> |
| GEOG 357/ BIO 357                  | Conservation GIS                                                                          | 4                 |
| GEOG 453                           | Remote Sensing of the Environment                                                         | 4                 |
| GEOG 454                           | Geospatial Data Analysis and Modeling                                                     | 4                 |
| IPK 344                            | Research in Action: Indigenous Meaning Making (formerly also offered as ANTH 344/SOC 344) | 3                 |
| PLAN 366                           | Resiliency Principles and Spatial Planning                                                | 4                 |
| <a href="#">PLAN 410</a>           | <a href="#">Indigenizing Planning: Indigenous Land Use and Community Planning</a>         | <a href="#">4</a> |
| <a href="#">SOC 255/ MACS 255</a>  | <a href="#">Introduction to Social Research (formerly also offered as ANTH 255)</a>       | <a href="#">3</a> |
| SOC 355/ MACS 355                  | Quantitative Research Methods (formerly also offered as ANTH 355)                         | 4                 |
| SOC 356/ MACS 356                  | Qualitative Research Methods (formerly also offered as ANTH 356)                          | 4                 |
| SOC 357                            | Advanced Research Methods                                                                 | 4                 |

|                        |                                         |   |
|------------------------|-----------------------------------------|---|
| STAT 307               | Data Visualization                      | 3 |
| STAT 315               | Applied Regression Analysis             | 3 |
| STAT 330               | Design of Experiments                   | 3 |
| STAT 350               | Survey Sampling                         | 3 |
| <a href="#">VA 390</a> | <a href="#">Community Arts Practice</a> | 3 |

Note: Students choosing to take lower-level courses in List 2B must ensure that they still meet the prerequisites for the required upper-level courses.

**List 2C: Sciences**

| Course                   | Title                                                          | Credits |
|--------------------------|----------------------------------------------------------------|---------|
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a> | 3       |
| AGRI 311                 | Sustainable Soil Management                                    | 3       |
| AGRI 321                 | Vegetable Crop Production: Science and Practice                | 3       |
| AGRI 323                 | Fruit Crop Production: Science and Practice                    | 3       |
| AGRI 324                 | Protected Crop Production: Science and Practice                | 3       |
| AGRI 327                 | Nursery Production and Propagation: Science and Practice       | 3       |
| AGRI 328                 | Forage Crop Production: Science and Practice                   | 3       |
| AGRI 331                 | Dairy Herd Management: Science and Practice                    | 3       |
| <a href="#">AGRI 371</a> | <a href="#">Agroecology</a>                                    | 3       |
| BIO 307                  | Anatomy and Diversity of Plants                                | 4       |
| BIO 310                  | Conservation Biology                                           | 3       |
| BIO 330                  | Plants and Animals of British Columbia                         | 4       |
| BIO 335/ GEOG 335        | Freshwater Ecology                                             | 4       |
| BIO 340                  | Population and Community Ecology                               | 4       |
| BIO 360                  | Insect Biology                                                 | 4       |
| BIO 370                  | Introduction to Mycology                                       | 4       |
| BIO 380                  | Ornithology                                                    | 4       |
| BIO 390                  | Animal Behaviour                                               | 4       |
| BIO 410/ GEOG 410        | Plant Ecology                                                  | 4       |
| BIO 418                  | Ethnobotany                                                    | 4       |
| BIO 426                  | Environmental Microbiology                                     | 4       |
| BIO 430                  | Forest Ecology                                                 | 3       |
| CHEM 341                 | Instrumental Analysis/Applied Spectroscopy                     | 4       |
| ENV 321                  | Science of Waste Management                                    | 4       |
| ENV 345                  | Invasive Species Management                                    | 4       |
| GEOG 302                 | River Geomorphology                                            | 4       |
| GEOG 303                 | Environmental Hydrology                                        | 4       |
| GEOG 304                 | Coasts and Climate Change                                      | 4       |

|                                                                                                                                                                                                     |                                      |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|
| GEOG 307                                                                                                                                                                                            | Urban Climatology                    | 4 |
| GEOG 308                                                                                                                                                                                            | Climate Change and Variability       | 4 |
| GEOG 315                                                                                                                                                                                            | Soilscales                           | 4 |
| GEOG 318                                                                                                                                                                                            | Water Resources Management           | 4 |
| GEOG 319/ BIO 319                                                                                                                                                                                   | Swamps and Bogs                      | 4 |
| GEOG 402                                                                                                                                                                                            | Quaternary Geology and Geomorphology | 4 |
| GEOG 419/ BIO 419                                                                                                                                                                                   | Paleoecology                         | 4 |
| IPK 477/ BIO 477                                                                                                                                                                                    | Traditional Ecological Knowledges    | 4 |
| Any BIO or GEOG special topics course, directed studies, or field course designated with an environmental science focus (contact the Biology department or Geography program for more information). |                                      |   |

Note: ~~No more than four credits may be in directed studies/directed readings courses. Courses may be listed in more than one list. A course may only be used once to meet a program requirement.~~

**Co-operative Education option**

Students in the Bachelor of Environmental Studies (Natural Sciences) degree program are strongly encouraged to apply for Co-operative Education. Co-operative Education is common to most Environmental Studies programs. The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Environmental Studies (Natural Sciences) program. Co-operative Education experiences can be used to meet the program's professional competency requirement. See the [Co-operative Education](#) section for more details.

Co-op students will use COOP 110 to satisfy part of the Environmental Core requirements. No additional COOP courses may be used toward program requirements.

**Program requirements**

All students are required to complete a minimum of 120 credits, to include a minimum of 45 upper-level (300- or 400-level) credits.

**Minors in other programs**

Students completing requirements for the Bachelor of Environmental Studies (Natural Sciences) may combine this with the requirements for any of the existing minors or extended minors offered at UFV (~~except the Environmental Studies minor~~), ~~with the exception of Biology, Geography, or Physical Geography~~. In such cases, the transcript will specify both the BES (Natural Sciences) and extended minor or minor program completed.

In order to complete the degree in a timely fashion, students wishing to combine the BES (Natural Sciences) degree with any minor and/or extended ~~minor (except Biology, Geography, or Physical Geography)~~ must seek approval of the appropriate program advisors. Students should be aware that if they choose to fulfill the requirements of both the degree and a minor or extended minor, they will most likely need to complete more than 120 credits in order to meet all requirements, and will need to meet the graduation/program requirements for both the degree and the selected minor or extended minor.

**Courses at other institutions**

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission in advance from an Academic Advisor. A Letter of Permission request is available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.00) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student.

**Policies relevant to the BES (Natural Sciences)**

**Course Repeat policy (86):** Students are not permitted to register for the same course more than three times. Students wishing to register for a course for a fourth time should connect with the **Student Rights and Responsibilities Office**. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

**Undergraduate Continuance policy (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

**Subsequent and Concurrent Bachelor Degree policy (98):** Students who have already completed a degree at the bachelor’s level may be granted an additional bachelor’s degree provided that the two degrees are different, and that the student has met the program requirements. Students will complete at least one third of the total credits required for the additional degree, including at least 30 additional upper-level credits, beyond the credits taken in the first or concurrent degree. All 30 upper-level credits must be obtained through completion of UFV courses.

**Transfer Credit policy (107)** and **Prior Learning Assessment and Recognition (PLAR) policy (94):** Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning.

**Residency**

Of 120 credits for the BES, at least ~~60~~30 must be completed at UFV. At least ~~30~~22 upper-level credits must be completed at UFV.

**Graduation requirements**

It is the student’s responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must have completed the BES (Natural Sciences) program with a minimum program GPA of 2.00.

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

**Course listings**

For complete details on courses see the **course descriptions** section.



**MEMO**

TO: UEC  
FR: Chris Campbell, Director PDQA  
CC: Tracy Ryder-Glass, Provost and Vice-President Academic; Al Wiseman, University Secretary; David Johnston, Registrar and Associate Vice-President, Enrolment Management; Peter Geller, Director, Transnational Education  
RE: Dual Degree between Panjab University-UFV Dual Degree - For information  
DATE: February 20, 2025

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UFV's Program Development and Quality Assurance and Transnational Education offices would like to inform the UEC about a dual degree arrangement being developed between Panjab University and UFV.

For your information, please find attached a letter to the Degree Quality Assessment Board (DQAB) at the Ministry of Post-Secondary Education and Future Skills (PSFS) which describes the dual degree arrangement.

For context, the attached letter is part of the process of confirming UFV's approach on this Transnational Education initiative with the Ministry's DQAB quality assurance framework.



February 20, 2026

Dr. Kathy Denton, Chair  
Degree Quality Assessment Board (DQAB)  
Ministry of Post-Secondary Education and Future Skills  
PO Box 9157 STN PROV GOVT  
Victoria, BC V8V 9H2

Dear Dr. Denton:

On behalf of the University of the Fraser Valley (UFV), we are writing to request a Determination of New Degree assessment regarding a proposed academic collaboration between UFV and Panjab University (PU), an international university partner in India.

In this Transnational Education (TNE) initiative, students who complete two years of Panjab University's Bachelor of Business Administration (BBA) Honours degree will have the option of studying at UFV. Upon meeting UFV admission requirements, students will be able to transfer into years 3 and 4 of UFV's BBA. Upon successful completion of UFV's BBA graduation requirements, students will receive a degree from UFV. Panjab University will recognize UFV's year 3 and 4 and grant these students a Bachelor of Business Administration Honours degree from Panjab University. The proposed partnership is a dual degree arrangement involving mutual recognition and transfer of each other's academic credit.<sup>1</sup>

UFV is seeking an assessment on the proposed arrangement as to whether it constitutes a new degree under the Degree Authorization Act and as set out in the Quality Assessment Handbook. We think it does not, and have provided a rationale later in this letter.

**Overview of the Proposed Collaboration**

Panjab University (PU), Chandigarh, India is a public university funded by Union and State Governments. PU is considered as one of the well-established, leading and oldest universities in India. PU is known for academic excellence and has made significant contributions in Science, Engineering, Humanities, Law, Medicine, Languages, Business Management and Social Sciences. PU was most recently accredited by India's National Assessment and Accreditation Council (NAAC) in August 2023. PU received an A++ grade - the highest grade possible - for a seven-year period.

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<sup>1</sup> A Dual Degree is delivered by two partner institutions in different countries in the same area of study. Students, upon completing the graduate requirements, receive a degree from each of the partner institutions. For recent descriptions and models of TNE in the Canadian context see Alex Usher, Tiffany MacLennan and Iain Wilson, *Transnational Education for Universities Canada* (Toronto: Higher Education Strategy Associates, 2025) and the webinar hosted by the BC Council of International Education, *Getting Started with Transnational Education: BC's Institutional Playbook* (January 27, 2026) < <https://bccie.bc.ca/events/webinars/>>.

UFV and PU have engaged in academic collaboration since signing an MOU in 2004. Key areas of engagement include student exchange, faculty exchange, research collaboration, and community engagement, all supported by UFV's South Asian Studies Institute. The PU-UFV relationship reflects a sustained commitment to academic enrichment between the Punjab and the Fraser Valley, with a focus on building opportunities for community-based learning and cross-cultural understanding.

The proposed dual degree is an outgrowth of this longstanding partnership between UFV and PU. This next phase in the relationship is in keeping with India's University Grants Commission (UGC) regulations on *Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes*. These regulations are intended to promote enhanced academic collaboration with foreign higher educational institutions leading towards academic and research excellence in Indian higher educational institutions.

Outline of dual degree partnership:

|        |                                                                                                                                                                                                       |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | Students begin their academic career in Panjab University's University Institute of Applied Management Sciences Bachelor of Business Administration (Honours) degree                                  |
| Year 2 | Study at PU                                                                                                                                                                                           |
| Year 3 | Upon successful completion of PU's first and second year of the BBA, and meeting UFV admission requirements, students will have the option to transfer into UFV's Bachelor of Business Administration |
| Year 4 | Study at UFV: complete graduation and residency requirements                                                                                                                                          |

As is standard for Dual Degrees in BC, Canada and internationally, upon successful completion students will qualify for:

- an existing UFV undergraduate degree, and
- a separate credential awarded by the international partner.<sup>2</sup>

It is anticipated that the first cohort of PU students will enter UFV for Fall 2027 and convocate in June 2029. An initial projection is for 10 students, with student numbers rising in subsequent years.

Students will benefit through an enriched international academic experience, increasing their competitiveness in local and global markets as a result of studying in both India and Canada. Graduates will gain a diverse set of competencies, including intercultural knowledge and competence, global learning ([AACU](#)) and communication, and career and self-development ([NACE](#)). The international dimension of the dual degree enhances global professional readiness by preparing graduates to work across diverse national contexts and in a range of public, private and non-profit organizations.

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<sup>2</sup> For British Columbia examples see [Simon Fraser University and Zhejiang University Computing Science Dual Degree](#); [University of British Columbia and Sciences Po Dual Degree](#); and University of Victoria's Gustavson School of Business [B. Com international dual degree partnerships](#).

This collaboration does not introduce a new credential, concentration, specialization, or option within the UFV degree framework. The UFV BBA degree remains unchanged in all substantive academic respects, with no substantive changes to UFV's degree structure, outcomes, curriculum or academic regulations.

**Institutional Approval**

The proposed dual degree collaboration has received academic approval at UFV. This includes compliance with UFV's Senate-approved policy and related procedures on transfer credit.<sup>3</sup> As per this policy, the Office of the Registrar reviewed the status of Panjab University, Chandigarh, India and certifies it as a recognized post-secondary institution for the purpose of transfer credit and credential recognition (Date: May 29, 2025). The academic collaboration between UFV and PU will be formalized through a Dual Degree Agreement between the two institutions.

**Rationale for Determination That This Is Not a New Degree**

UFV's assessment is that the proposed dual degree collaboration does not meet the threshold of a new degree for the following reasons:

**1. No Change to Degree Name**

The name and nomenclature of the UFV degree remain unchanged. The UFV credential awarded to students participating in the dual degree arrangement is identical to that awarded to all other graduates of the BBA program.

**2. No Change to Program Objectives or Learning Outcomes**

The program objectives and learning outcomes of the BBA remain unchanged. Dual degree students are required to meet the same learning outcomes and academic standards as all other students enrolled in the UFV degree.

**3. No Change to Admission Requirements, Completion Requirements or Targeted Students**

Admission standards, graduation requirements and targeted student base for the UFV Bachelor of Business Administration degree remain unchanged. All students must meet UFV's established admission requirements, including English Language requirements. Students must complete all approved degree requirements in order to graduate. The target student population remains undergraduate students meeting UFV admission requirements to the BBA degree program.

**4. No Change in Program Delivery**

UFV is not proposing any changes to program delivery. Rather, UFV is recognizing academic credit achieved by students from Panjab University for admission into year 3 of UFV's BBA degree program.

**5. No Change in Curricula**

There are no additions or deletions to the UFV curriculum. The structure of the program, required core courses, credit requirements, and progression rules remain identical to the existing degree.

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<sup>3</sup> [UFV Policy 107: Transfer Credit](#) and [UFV Policy 107: Procedures](#).

**6. Nature of the Partnership**

The collaboration represents an international academic partnership that facilitates mutual recognition of study toward two separate, independently awarded credentials. It does not constitute the creation of a new UFV degree.

**Request for Confirmation**

Based on the above, UFV respectfully requests confirmation from the Degree Quality Assessment Board that the proposed dual degree collaboration does **not** constitute a new degree and therefore does not require further review under the new degree approval process.

Thank you for your consideration of this request. Please do not hesitate to contact us should additional information or clarification be required.

Sincerely,

Chris Campbell, PhD  
Director, Program Development & Quality Assurance, Office of the Provost  
Associate Professor, Adult Education  
The University of the Fraser Valley

Peter Geller  
Director, Transnational Education, Office of the Provost  
Associate Professor, History  
The University of the Fraser Valley