



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
March 27, 2026 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

7 - 11      **2.1. UEC draft minutes: Feb. 27, 2026**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 Health Studies**

12 -      **3.1.1. Certified Dental Assistant certificate:** Changes to entrance requirements  
21

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

**3.2 Kinesiology**

22 -      **3.2.1. Bachelor of Kinesiology:** Discontinuation of Pedagogy specialization  
36

MOTION: To recommend discontinuation of the Bachelor of Kinesiology Pedagogy specialization as presented, effective September 2026.

**3.3 Engineering**

37 -      **3.3.1. ENGR 113:** Changes including credits, total hours, prerequisites, and  
55      pre/corequisites  
         **ENGR 123:** Changes including credits, prerequisites, and pre/corequisites  
         **ENGR 124:** Changes including credits, prerequisites, and pre/corequisites  
         **ENGR 153:** Changes including credits

MOTION: To approve the ENGR course outlines as presented.

56 -      **3.3.2. Engineering Common Core certificate:** Changes to entrance and  
62      program requirements

Page

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

- 63 - **3.3.3. Engineering Physics diploma in Mechatronics:** Change to program  
68 requirements

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

### 3.4 Mathematics and Statistics

- 69 - **3.4.1. MATH 152/ENGR 152:** Review with changes including credits and  
73 prerequisites

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

### 3.5 Agriculture Technology

- 74 - **3.5.1. AGRI 321:** Changes including learning outcomes  
78

MOTION: To approve the revised AGRI 321 course outline as presented.

- 79 - **3.5.2. AGRI 332:** New course, *Poultry Science*  
98 **AGRI 333:** New course, *Poultry Production: Applied Science and Practice*  
**AGRI 373:** New course, *One Health and Agriculture*

MOTION: To approve the new AGRI course outlines as presented.

- 99 - **3.5.3. Bachelor of Agricultural Science:** Changes to program requirements  
109

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

### 3.6 Biology

- 110 - **3.6.1. Biology major, Ecology and Biology of Organisms concentration:**  
119 Changes to program requirements; name change to Organismal Biology,  
Ecology, and Conservation concentration

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

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

### 3.7 Science

- 120 - **3.7.1. Bachelor of Science:** Changes to entrance and program requirements  
129

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

### 3.8 Arts

130 -  
134

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

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

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

135 -  
137

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

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

### 3.9 Creative Arts

138 -  
141

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

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

142 -  
144

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

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

### 3.10 Criminology and Criminal Justice

145 -  
147

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

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

148 -  
151

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

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

### 3.11 English

152 -  
155

- 3.11.1. ENGL 310:** Review with changes

MOTION: To approve the ENGL 310 course outline as presented.

156 -  
165

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

Page

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

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

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

### 3.12 Adult Education

166 -  
177

- 3.12.1. ADED 370:** Review with changes  
**ADED 446:** Review with changes including prerequisites  
**ADED 470:** Review with changes including pre/corequisites

MOTION: To approve the ADED course outlines as presented.

178 -  
195

- 3.12.2. TESL 400:** Review with changes  
**TESL 408:** Review with changes  
**TESL 410:** Review with changes  
**TESL 420:** Review with changes

MOTION: To approve the TESL course outlines as presented.

### 3.13 Communication

196 -  
201

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

MOTION: To approve the new CMNS 185 course outline as presented.

### 3.14 Computing

202 -  
213

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

MOTION: To approve the CIS course outlines as presented.

214 -  
226

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

MOTION: To approve the COMP course outlines as presented.

### 3.15 Philosophy

227 -  
230

- 3.15.1. PHIL 318:** Change to prerequisites

MOTION: To approve the PHIL 318 course outline as presented.

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

231 -  
254

- 3.16.1. GEOG 116:** Review with changes  
**GEOG 219/BIO 219:** Review with changes including prerequisites, credits, and total hours  
**GEOG 252:** Review with changes including credits, and total hours  
**GEOG 357/BIO 357:** Changes including title, credits, and total hours  
**GEOG 358:** Changes including title, credits, and total hours

MOTION: To approve the GEOG course outlines as presented.

255 -  
265

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

MOTION: To approve the cross-listing of GEOG 320 and GEOG 355 as PLAN.

266 -  
270

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

MOTION: To approve the GEOG 364 course outline as presented, including cross-listing as PLAN.

### **3.17 Social Work and Human Services**

271 -  
283

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

MOTION: To approve the SOWK course outlines as presented.

### **3.18 Upgrading and University Preparation**

284 -  
298

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

MOTION: To approve the TASK course outlines as presented.

## **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**

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**5.1. Program suspensions and discontinuations**

**5.2. Minor course changes**

- AGRI 248

**6. ADJOURNMENT**



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

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

### **DRAFT MINUTES**

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

**ABSENT:** Allyson Jule, Amber Johnston, Cindy Schultz, David McGuire, Holly Zonneveld, Joy Enyinnaya, Shirley Hardman, Sylvie Murray, and Trevor Murray

**GUESTS:** Avril Alfred, Michael Batu, Jeff Chizma, Peter Geller, Justin Lee, Delinah Marples, Carolyn MacLaren, Stefania Pizzirani, Afia Raja, Jennifer Russell, Bosu Seo, Ben Vanderlei

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: January 30, 2026**

**MOTION:**

To approve the draft minutes as presented.

**CARRIED**

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

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

##### **3.1.1. ANTH 102: Review with changes**

**MOTION:**

To approve the ANTH 102 course outline as presented.

**CARRIED**

##### **3.2. Economics**

##### **3.2.1. 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**

**ECON 342: Review with changes**

**ECON 352: Review with changes including course title**

**ECON 360: Review with changes**

UEC Draft Minutes  
27 Feb 2026

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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 including prerequisites

**MOTION:**

To approve the ECON course outlines as presented.  
CARRIED

**3.3. Mathematics and Statistics**

**3.3.1. MATH 355:** Review with changes

**MOTION:**

To approve the MATH 355 course outline as presented.  
CARRIED

**3.4. Peace and Conflict Studies**

**3.4.1. PACS 100:** Review with changes  
**PACS 200:** Review with changes

**MOTION:**

To approve the PACS course outlines as presented.  
CARRIED

**3.5. Physics**

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

**MOTION:**

To approve the PHYS 499 course outline as amended:

- Learning outcome #3: name of the specific software will be changed to "discipline recognized software".
- Learning outcome #4 changed to "Communicate the most relevant aspects of their written report in an oral presentation."
- Learning outcome #5: "Demonstrate an understanding of" changed to "Articulate".
- Evaluation section changed to combine 20% project and 45% project, with additional information added to the details section.

CARRIED

**3.6. Arts and Integrated Studies**

**3.6.1. AIS 399:** Change to prerequisites  
**AIS 480:** Change to prerequisites

Chair was passed to the Vice Chair for discussion of the the AIS courses and the Bachelor of Integrated Studies.

**MOTION:**

To approve the AIS course outlines as amended:

- AIS 480 prerequisites changed to indicate recent cross-listing change for GEOG 396 and GEOG 398

CARRIED

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

The credentials applicable to the various competencies were discussed. The department will be reviewing all requirements for currency in the near future.

**MOTION:**

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

CARRIED

**3.7. Continuing Education**

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

**MOTION:**

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

CARRIED

**3.7.2. LAA 01:** New course, *Legal Office Procedures*

**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*

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

The current OFC courses used in the Legal Administrative Assistant program will be discontinued in the near future.

**MOTION:**

To approve the LAA course outlines as presented.

CARRIED

**3.8. Biology**

**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.

CARRIED

### **3.9. Environmental Studies**

#### **3.9.1. Bachelor of Environmental Studies:** Changes to program requirements

It was noted that ENV 398 has not yet been created, so cannot be included at this point.

##### **MOTION:**

To approve the changes to the Bachelor of Environmental Studies as amended, effective September 2026:

- ENV 398 removed.

CARRIED

#### **3.9.2. Bachelor of Environmental Studies (Natural Sciences):** Changes to program requirements

##### **MOTION:**

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

- ENV 398 removed.

CARRIED

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

### **4.1. UEC Liaison reports**

There were no reports.

### **4.2. Policy Subcommittee report**

The Policy Subcommittee is making progress on several policies and may have something to bring to UEC for review in April or May.

### **4.3. APPC report**

APPC has recently reviewed its Terms of References.

### **4.4. Senate report**

Senate approved all items recommended by UEC and approved the upcoming sessional dates.

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

STLC has approved the definition of holistic assessment and will be bringing some information to UEC in April or May.

## **5. INFORMATION ITEMS**

**5.1. Dual degree between Panjab University and UFV**

Information about the dual degree arrangement between UFV and Panjab University was presented by Peter Geller, Director, Transnational Education, and Chris Campbell, Associate Director, Program Development & Quality Assurance.

**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](#)**

UEC is responsible for reviewing the Terms of Reference annually. There was some discussion about the merits of having various roles as voting or non-voting. Members were asked to consider whether changes should be recommended, for further discussion at an upcoming meeting.

**6. ADJOURNMENT**

The meeting was adjourned at 11:32 am with “Ken’s motion” in memory of Ken Fernstrom, a long-time UFV employee and founding member of the Communication department, known for his enthusiasm in bringing meetings to a close.



## MEMO

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TO: Undergraduate Education Committee

CC: Karen Klenk, CDA Program Head  
Lee-Anne Stephen, Director School of Health Studies  
Amber Johnston, Chair Faculty of Health Sciences Curriculum Committee

FROM: Dr. Lara Duke, Dean Faculty of Health Sciences

DATE: 22 March 2026

RE: Program Changes to the CDA Calendar and Admission Requirements

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This memo includes the documentation to support the CDA program calendar changes that are proposed to ensure accuracy about the program application and admission process. The program approved the changes in September 2025 and the FHS Curriculum Committee approved the changes at the October 14, 2025 committee meeting. Then, FHS Faculty Council approved the changes on January 23, 2026. The included documentation includes:

1. Memo for Program Change
2. CDA Program calendar copy

**Memo for Program Changes**

To: Amber Johnstone, Co-Chair FHSCC, Undergraduate Education Committee (UEC)

From: Karen Klenk, CDA Program Head

Date: September 26, 2025

**Subject: Proposal for CDA Program Calendar Changes- Removal of Health Questionnaire Form and Submission of Personal Reference Letter/Removal of CDA Additional Application Form/Language Clarification for CPR Requirement/General Clean up of Calendar Copy**

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:

**Rationale for Removal of Health Questionnaire Form and Personal Reference Letter Requirements:**

The CDA program calendar requires updating to accurately reflect the criteria currently used in program applicant selection. The following items are no longer relevant to the admissions process and should be removed:

- **Health Questionnaire Form:** Health information is no longer collected and used in applicant ranking or point-based admission decisions. Retaining reference to this form is inaccurate, as it does not play any role in the current evaluation or selection of applicants. In addition to its lack of relevance to the admissions process collecting personal health information is inappropriate and unethical in the personal questions being asked and has been removed from similar health studies programs.
- **Personal Reference Letter:** Personal reference letters are no longer included in the point-based system and do not influence applicant ranking or admission outcomes. Moreover, their authenticity and objectivity cannot be verified since they are submitted directly by applicants. Continuing to request personal reference letters creates unnecessary work for applicants

without providing meaningful or reliable information for admissions decisions. Removing this personal letter also removes the use of AI being used for applications.

Updating the admission calendar to remove these requirements will ensure that information provided to applicants is accurate, transparent, and consistent with the processes actually used to evaluate and select candidates.

- **CDA Additional Application Form:** The personal, academic, and volunteer/employment information requested on this additional application form is already collected through UFV's application process, education transcripts, and confidential reference forms. Requiring applicants to provide it again is repetitive. Confidential reference forms are submitted independently by employers, ensuring they provide an accurate and reliable record of the applicant's prior volunteer or employment experience in public and/or health care settings. These forms are used to assign ranking points.
  - **Rationale for updating CPR Language Requirement:** The current CPR requirement can be confusing because course names and levels vary by provider, and some course titles have recently changed. How the current CPR requirement is outlined in the calendar has led some applicants to believe they must complete a more advanced CPR course than is required. Clarifying the certification level will make expectations clear, reduce unnecessary costs or effort for applicant.
  - **Additional Editing** and updates were made to the academic calendar to allow students to navigate the application process with ease.
2. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes.  
The program outcomes are not new and are not impacted.
  3. What consideration has been given to Indigenizing the curriculum?  
The proposed changes to the calendar are administrative in nature and are intended to ensure that admission requirements and program documentation accurately reflect current practices. These updates do not impact the curriculum content, learning outcomes, or program delivery. As such, consultation regarding Indigenization of the curriculum is not required in relation to these calendar changes. The Faculty of Health Sciences and the CDA program continue to work towards Indigenization in curriculum content along with faculty development.
  4. Will additional resources be required? If so, how will these costs be covered?  
No additional resources will be required for proposed changes.
  5. 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 not be negatively impacted to proposed changes, and this will not increase/decrease enrolment in the program.

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

There are no changes to required core or elective credits.

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

There are no additional resources required for this administrative program change.

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

There are no changes to the number of required or elective courses from other disciplines in this program. As such, there is no anticipated impact on enrolments in courses offered by other faculties, and no budgetary implications are expected.

9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

The proposed changes do not have any budgetary implications for the program. Therefore, no memo from the Dean is necessary.

Please note: all proposed changes were reviewed by CDA faculty on September 25, 2025 faculty planning meeting and unanimously approved.

# Certified Dental Assistant certificate

## Entrance requirements

The Certified Dental Assistant program has limited entry and not all academically qualified applicants are admitted. For more information see the [Basis for admission decision](#) section below.

1. B.C. secondary school graduation or equivalent including:
  - o English Studies 12 or English First Peoples 12 with a C or better
  - o Anatomy and Physiology 12 with a C or better
1. and a minimum grade of C in the following two courses: (English Studies 12, English First Peoples 12, ENGL 099, or ENGL 091) and (Anatomy and Physiology 12, Biology 12, BIO 093, or BIO 111):

Note: Students may also present courses equivalent to English Studies 12 and Anatomy and Physiology 12 if they have done upgrading or graduated from another educational system. All applicants must meet the UFV Entry-level post-secondary English language proficiency standards. English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

2. ~~Students registering in post-secondary level courses will be required to meet the English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.~~
3. ~~Employment/volunteer reference(s) using the confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms) Attendance at a program information session is highly recommend for all applicants. At this time applicants will be provided with an overview of the program. At the information session, applicants will also be required to write an application essay.~~
4. ~~A work reference using the confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms) and a personal reference from non-relatives.~~
5. ~~A health assessment indicating fitness to practice. Health questionnaire forms will be included in the letter of notification regarding an information session. Completed forms should be brought to the interview or submitted prior to interview.~~

6.—Dental office observation form signed by a dentist, confirming two full days spent in a dental office observing office routine and dental procedures. Applicants are encouraged to complete and submit this document prior to the interview.

7.—A satisfactory interview with the program faculty, who will assess applicants':

- Knowledge of and motivation towards a career as a dental assistant;
- Financial preparation;
- Communication skills;
- Experience with patients in the health-care field as a volunteer and/or employee; and
- Experience in working with the public.

### Other requirements information

Students meeting the minimum entrance requirements or showing enrolment in the required courses will be contacted by the School of Health Studies with instructions on how to complete the following additional requirements. The following is required of admitted students:

1. Application essay Completion of an immunization program. Immunization forms will be included with the letter of acceptance.
2. Interview A certificate of dental oral health. A form to be signed by the dentist will be included with the letter of acceptance.
3. Dental oral health certificate form Successful completion of a security clearance check. Upon admission to the CDA program, and in accordance with the B.C. Government's Criminal Records Review Act, UVV requires all students who participate in a practicum to pass a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website. Criminal record check forms will be provided upon admission to the program.
- 4.—Dental office observation form Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or CPR-HCP. Must be completed or current prior to start of the winter semester. Students are strongly encouraged to complete this prior to starting the program.
5. Immunization form
6. Completed criminal record check
7. Proof of current CPR/AED Level C

\*See how to apply below for more information on this.

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

## When to apply

Applications open on October 1. Applications should be received by January 31 for the Fall intake. ~~However, the program accepts applications. Applications are accepted~~ on a continuous basis throughout the year until seats are filled. See [Continuous application process](#) for more information.

## How to apply

- a. ~~Students may apply to the program prior to the completion of all entrance requirements.~~  
Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply) and submit the following documents to the Office of the Registrar:
  - b. ~~The following documents must be submitted to the Office of the Registrar:~~
    - ~~Official transcripts (or interim transcripts) from all secondary and post-secondary institutions attended 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.~~
    - ~~Proof of B.C. secondary school graduation or equivalent.~~
    - ~~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.~~
    - ~~Official transcripts from secondary schools attended. For students currently in Grade 12, final grades are required by August 3.~~
    - ~~Employment/Volunteer reference letter(s) using confidential reference form CDA program application, available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms).~~

Once these documents have been received by the Office of the Registrar, an application date will be recorded, and the application will be forwarded to the Certified Dental Assistant program.

~~Additional documents required for a complete application (to be submitted to the School of Health Studies, Chilliwack campus):~~

- ~~o Work reference letter using confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms).~~
- ~~o Personal reference letter.~~
- ~~o Health assessment form (completed and signed).~~
- ~~o Dental oral health certificate form.~~
- ~~o Dental office observation form.~~

Note: Applicants whose prerequisites are completed will have first priority for the seats available. Those with incomplete prerequisites decrease their chances of being accepted into the program.

Students moving to the next phase of the application process will be required to:

1. Complete a program application essay. Attendance at a program information session is highly recommended for applicants. At this time applicants will be provided with an overview of the program. At the end of the information session, applicants will be required to write an application essay. Applicants who are unable to attend the information session will be provided with the opportunity to complete the essay later.
2. Dental office observation form signed by a dentist, confirming two full days spent in a dental office observing office routine and dental procedures. Applicants are encouraged to complete and submit this document prior to the interview.
3. A satisfactory interview with the program faculty, who will assess applicants':
  - a. Knowledge of and motivation towards a career as a dental assistant;
  - b. Program preparation;
  - c. Communication and problem solving skills;
  - d. Experience with patients in the health-care field as a volunteer and/or employee; and
  - e. Experience working with the public.
- ~~b. An interview with program faculty is required.~~
- ~~c. Applicants will be accepted based on points achieved on the applicant rating form.~~
- ~~d. Applicants will be notified in writing (via email) regarding their acceptance. Upon admission to the program, applicants will be provided with registration information. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward~~

tuition fees. If applicants do not register for courses and pay course deposits, their place will be given to the next person on the program waiting list and they must reapply to the program.

The following items must be submitted to the School of Health Studies, Chilliwack campus after seat has been offered, prior to official acceptance into the program.

1. Completion of an immunization program. Immunization forms will be included with the letter of acceptance.
2. A certificate of dental oral health. A form to be signed by the dentist will be included with the letter of acceptance.
3. Successful completion of a security clearance check. In accordance with the B.C. Government's Criminal Records Review Act, UFV requires all students who participate in a practicum to pass a criminal record check through the Ministry of Public Safety and Solicitor General. Information regarding the online criminal record check process will be provided upon seat offer in the program.
4. Current CPR/AED Level C is a minimal requirement. Standard First Aid with CPR/AED Level C or Emergency First Aid with CPR/AED Level C will be accepted as meeting CPR requirements. Must be completed or current prior to starting the program.

## Basis for admission decision

Students will be rated based on the points achieved on the applicant rating form. Points will be given for academic performance on prerequisite courses, work experience, personal essay, reference(s), submitted through confidential submission process and personal interview.

The requirements will be rated as follows:

1. **Academic prerequisites:** up to 16 points. The higher the applicant GPA on required academic prerequisites, the more points awarded.
2. **Work experience:** up to 4 points. Points will be allocated for dental office/healthcare field experience (employee/volunteer) and for experience working with the public. Points are awarded according to the nature and duration of the experience. A confidential reference form must be used and is available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).

3. **Letter of reference:** Applicants will be awarded points depending on the content of their letter of reference (confidential reference form is available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).
4. **Application essay:** [up to 4 points](#). All applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.
5. **Interview:** [up to 11 points](#). Applicants will be given points related to their knowledge of dental assisting, organizational skills, ~~program planning~~ [planning/preparedness](#), ~~of financial aspects~~, management of commitments, communication skills, knowledge of own learning, and problem-solving skills. The interview is intended to help determine readiness to enter the CDA program.

Applicants with the highest number of points will be given priority for program seats.

## Fees and additional costs

See the [Fees and Other Costs](#) section.

The CDA program has special fees. Please see [ufv.ca/registration/fees-andpayments/program-fees](http://ufv.ca/registration/fees-andpayments/program-fees) for program-specific fees.

Students should be prepared to meet other additional costs of approximately \$2,000. This includes the purchase of uniforms, surgical caps, lab coats, shoes, protective eyewear, textbooks, workbooks, and lab fee supplies. Students should also be prepared for the additional cost to complete the CPR/[AED](#) Level C certification.

**Memo for Program Changes**

To: Dr. Lara Duke, Dean – Faculty of Health Sciences

From: Dr. Michael Gaetz – Director, School of Kinesiology

Date: September 26, 2025

**Subject: Program change (Discontinuance of the Pedagogy Specialization in the Bachelor of Kinesiology)**

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: Major Program Change - Discontinuance of the Pedagogy Specialization in the Bachelor of Kinesiology

The School of Kinesiology applied the relevant policy and principles (UFV's Undergraduate Course and Program Approval Policy 21) in the following ways:

Policy 21 states that "The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals".

This proposal is following established approval procedures for a major program change, specifically approvals from the:

- School of Kinesiology: A notice of motion was presented to the School of Kinesiology on August 29<sup>th</sup> with an opportunity for discussion and questions. The MOTION: That the School of Kinesiology supports the discontinuation of pedagogy specialization was made at the September 19, 2025 school meeting. An opportunity for discussion was provided followed by a vote. The vote tally was 14 for, with 1 abstention, 0 against, and an additional vote for arriving via email (15 total).
- Faculty of Health Science Curriculum Committee: The package that will be presented at FHS Faculty Council will first be presented to the FHS Curriculum Committee. Comments will be brought forth for discussion at Faculty Council.

- Faculty of Health Sciences Faculty Council: A motion will be presented at the October 24th meeting that reads: MOTION That the Faculty of Health Sciences supports the discontinuation of the pedagogy specialization of the Bachelor of Kinesiology.
- Dean, Faculty of Health Sciences (letter attached)

Subsequent consultation will include:

- UEC Screening Subcommittee
- Campus Wide Consultation
- UEC
- Senate

## 2. Rationale for change(s):

### **Program Information**

The Bachelor of Kinesiology (BKIN) degree currently requires students to select one of three possible specializations: Exercise Science, Pedagogy, and Active Health. The Pedagogy specialization is intended to prepare students for continued certification in teacher education, coaching, sport performance advising, and/or graduate school.

The Pedagogy specialization involves 19-20 credits:

KIN 122: Teaching Team Sport and Games (4 cr.)

KIN 221: Instructional Design and Analysis of Physical Education and Sport Programs (3 cr.)

KIN 302: Measurement and Evaluation in Physical Education (3 cr.)

KIN 360: Health Programming Across the Lifespan (3 cr.)

KIN 451: Program Planning for Health Promotion (3 cr.)

Plus one elective from:

KIN 222 Teaching Fitness and Lifestyle Recreation

KIN 322 Teaching Dance and Gymnastics

KIN 323 Teaching Outdoor Leadership

### **Consultation overview**

The intent to discontinue the Pedagogy specialization was shared with Elaine Newman and Bobby Jaswal (UFV Advising) on August 12 and with Karla Deschenes (Kinesiology advisor) in early August. Consultation with the School of Kinesiology occurred on August 29<sup>th</sup> at the monthly school meeting via a “notice to motion” and presentation of a draft of this document. The motion for discontinuance of the Pedagogy Specialization was voted on at the school meeting September 19<sup>th</sup>. Consultation and communication with the Registrar, David Johnston, took place September 9, 2025 via email. The Budget Office communicated their support for discontinuance September 12, 2025. Email consultation with Chris Campbell, Associate Director of Program Development & Quality Assurance, occurred on September 19, 2025.

### **Rationale**

a). Student Impact: The last Kinesiology databook provided by Institutional Research (2023-24) stated that there were six graduates from the pedagogy specialization. There are reasonably good employment opportunities for graduates from this specialization but not demonstrably better than students who complete either of the other two specializations who then want to enrol in a teacher education program to become physical education teachers. Courses specific to this concentration include KIN 121, 122, 221, 222, 302, 322, and 323. As shown below, none of the KIN minors include these courses.

Kinesiology minor (for BA and BIS students)

This section specifies the kinesiology minor discipline requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Integrated Studies](#) section for additional degree requirements.

Students choosing a kinesiology minor require approval from both their program advisor and the Kinesiology department.

| <b>Course</b> | <b>Title</b>                                                | <b>Credits</b> |
|---------------|-------------------------------------------------------------|----------------|
| KIN 161       | Introduction to Kinesiology                                 | 3              |
| KIN 170       | Basic Human Anatomy                                         | 4              |
| KIN 261       | Sociocultural Aspects of Physical Activity and Sport        | 3              |
| KIN 266       | Exercise and Sport Psychology                               | 3              |
| KIN 270       | Human Physiology I                                          | 4              |
| KIN 272       | Human Physiology II                                         | 4              |
| Plus:         | Five KIN courses, including at least 14 upper-level credits | 15–20          |

Kinesiology minor (for BSc and BIS students)

This section specifies the kinesiology minor discipline requirements only. Please refer to the [Bachelor of Science](#) or [Bachelor of Integrated Studies](#) section for information on additional requirements.

Students choosing a kinesiology minor require approval from both their program advisor and the Kinesiology department.

| <b>Course</b> | <b>Title</b>                        | <b>Credits</b> |
|---------------|-------------------------------------|----------------|
| KIN 163       | Introduction to Exercise Physiology | 4              |
| KIN 170       | Basic Human Anatomy                 | 4              |
| KIN 215       | Introduction to Biomechanics        | 3              |
| KIN 270       | Human Physiology I                  | 4              |
| KIN 272       | Human Physiology II                 | 4              |

|         |                                                             |       |
|---------|-------------------------------------------------------------|-------|
| KIN 362 | Theoretical Exercise Physiology                             | 3     |
| Plus:   | Five KIN courses, including at least 14 upper-level credits | 15–20 |

Regarding demand, courses in the Pedagogy Specialization are comparatively under-enrolled, making them more costly to run. Figures 1 and 2 below from Appendix H of the 2025 Program Review show that the Pedagogy Specialization has lower average fill rates than the exercise science specialization or all other KIN courses combined with almost zero average waitlists. In addition, courses within the Pedagogy Specialization are often cancelled due to low enrolment. For example, in Fall 2025 four courses within this specialization were scheduled with two being cancelled due to low enrolment (KIN 122 and 222). Figure 3 shows that the pandemic did not substantially impact these trends.

Appendix H 2025 Program Review: Curricular Efficiency Assessment

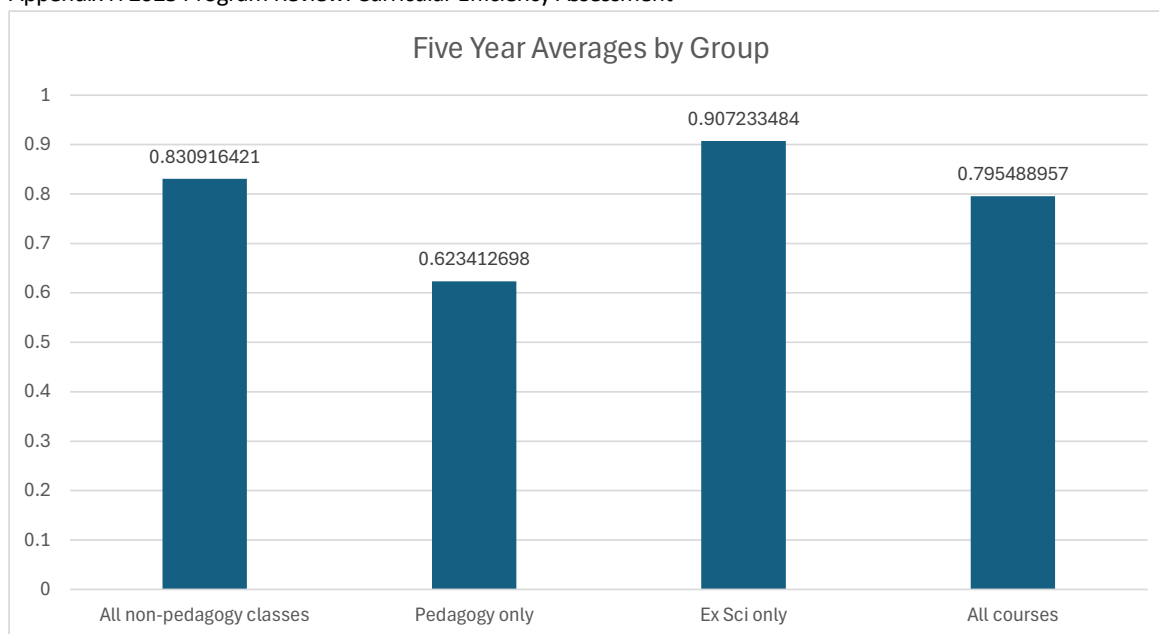


Figure 1. Course 5-year averages for fill rate percentages by group. The grand averages for “Pedagogy only” courses include KIN 121, 122, 221, 222, 302, 322, and 323. These are courses that are required for the Pedagogy Specialization only. The “All non-pedagogy classes” category is a grand average of all courses except KIN 121, 122, 221, 222, 302, 322, and 323. The grand average for “Ex Sci only” includes the courses 163, 362, 363, 462, 463 that only exercise science students take. Grand averages are based on 5-year averages for each course within the grouping.

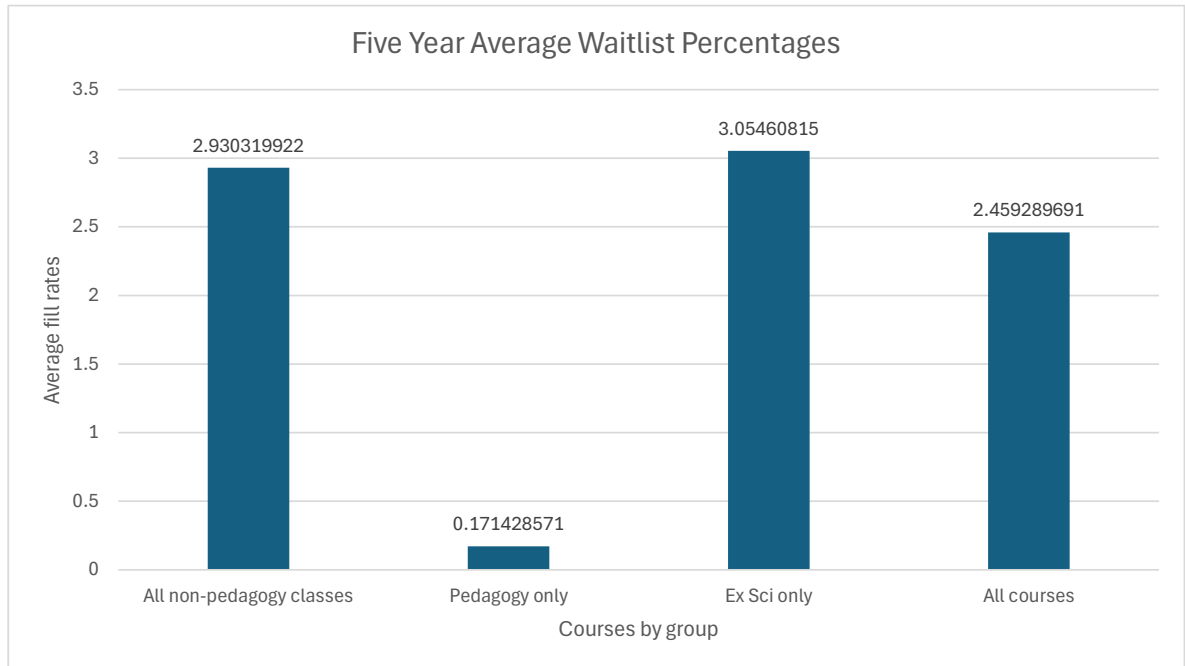


Figure 2. Course 5-year averages for waitlist percentages by group. The grand averages for “Pedagogy only” courses include KIN 121, 122, 221, 222, 302, 322, and 323. These are courses that are required for the Pedagogy Specialization only. The “All non-pedagogy classes” category is a grand average of all courses except KIN 121, 122, 221, 222, 302, 322, and 323. The grand average for “Ex Sci only” includes the courses 163, 362, 363, 462, 463 that only exercise science students take. Grand averages are based on 5-year averages for each course within the grouping.

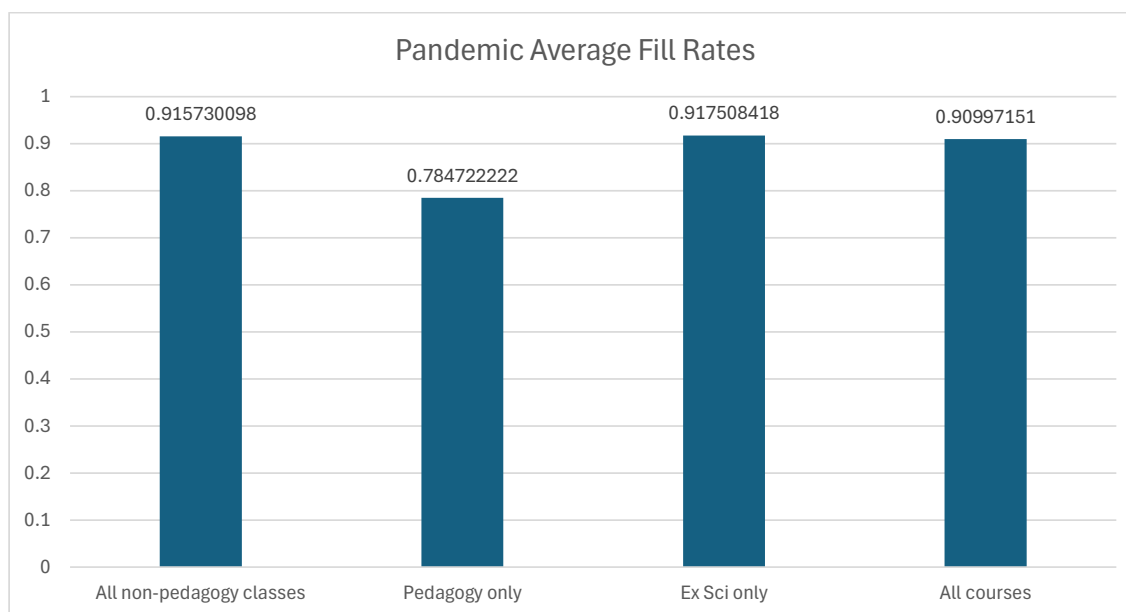


Figure 3. “Pandemic” fill rates (Fall 2020 and Winter 2021). The average for “Pedagogy only” courses includes KIN 121, 122, 221, 222, 302, 322, and 323. These are courses that are required for the Pedagogy Specialization only. The “All non-pedagogy classes” category includes data from all courses except KIN 121, 122, 221, 222, 302, 322, and 323. The average for “Ex Sci only” includes the courses 163, 362, 363, 462, 463 that only exercise science students take. Averages are based on data from Fall 2020 and Winter 2021 for each course within the grouping.

Interpretation: The 5-year grand average percent fill rate for the “Pedagogy only” courses is approximately 20% lower than all other courses and approximately 28% lower than the exercise science courses. The grand average for waitlists for the pedagogy only courses is near zero. The pandemic did not substantially impact the low enrolment trend in the Pedagogy Specialization with a deficit of 13% compared to all non-pedagogy classes.

b). Capacity:

*Faculty and staff:* The decision for discontinuance of the Pedagogy Specialization will have no impact on current B faculty members. As of July 2025, the two faculty members who taught in the Pedagogy Specialization are no longer working at UFV.

*Capital equipment:* There has been some investment in teaching supplies for courses within the Pedagogy Specialization. Most of this equipment is for the purposes of teaching different sports or games. There is a considerable amount of space required to store this equipment that could be repurposed. Once the discontinuation has been completed, this equipment will be disposed of in accordance with policy and procedure.

*Facility infrastructure:* The necessary infrastructure to run many of the pedagogy courses starting Fall 2026 will not exist due to expansion of the student residence in Abbotsford (see detailed description below). We were informed of this in the spring of 2025. The following is summarised from Appendix K of the 2025 Program Review that described changes in access to space required for scheduling courses within the Pedagogy Specialization.

The School of Kinesiology has been informed that we will not be allowed to schedule some of our pedagogy (KIN 121, 122, and 322) and resistance training (KIN 299) courses on Abbotsford campus starting Fall 2026. The rationale provided was that the addition of 600 on-campus students housed in the new student residence buildings in Abbotsford will maximize utilisation of existing recreational and gym space, leaving no room for the scheduling of our courses. Further, investment in the CEP campus that was promised when Kinesiology moved to Chilliwack from Abbotsford 13 years ago is long overdue and we are now faced with cutting those courses and suspending our Pedagogy Specialization because we do not have access to bookable space. We have exhausted all viable alternatives near the CEP campus (e.g. the RCMP have a gym adjacent to the campus, but the rent is beyond our annual budget and there is a requirement to breakdown and set up their equipment with each use).

*Course offerings:* Once the program discontinuation has been completed, we will discontinue several of the pedagogy courses that are specific to teaching. Courses that may be discontinued include KIN 122, 221, 222, 302, and 322. KIN 121 and 323 will likely be maintained because of their alignment within our degree structure including degree and institutional ILOs.

#### **Financial Impact/Viability**

The content included in Figure 1 provides the financial impetus for discontinuation. The 5-year grand average percent fill rate for the “pedagogy only” courses is approximately 20% lower than all other courses and approximately 28% lower than the exercise physiology courses. Discontinuance of the Pedagogy Specialization is estimated to bring our overall fill rates from 79.5% (our current overall fill rates when pedagogy courses are included) to 83% (our current fill rates with pedagogy courses excluded). FTE for the discontinued pedagogy courses will be repurposed to support new programming necessitated by changes in provincial governmental regulations regarding certification of Kinesiologists in BC and Certified Exercise Science professionals nationally. Please also see memo from Mark Brosinski (Budget Office) included in this package.

#### **Reputational Considerations for the University**

There has been a general trend in universities that offer a physical education certification/degrees to discontinue those programs over the past 10-15 years. Amber Johnston and Alison Prichard-Orr (Kinesiology faculty members) have been in leadership roles in BCPEKA (British Columbia Physical Education and Kinesiology Association) and can attest to the “phasing out” of physical education programs in BC. Michael Gaetz sits on the executive for CCUPEKA (Canadian Council of University

Physical Education and Kinesiology Administrators) and is aware of similar challenges faced by other Canadian universities with similar programs. In addition, Dr. Lara Duke (Dean, Faculty of Health Sciences) a former board member of the American Kinesiology Association witnessed similar programmatic and enrolment challenges in pedagogy programs across North America.

Regarding partnerships, there are no formal partnerships with external agencies including grant agencies or external donors. No commitments have been made to any external party to offer this specialization. There have been limited partnerships with local schools within SD33 that students did practicum work within. These schools will be notified as a part of the communication plan.

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

As part of the 2025 Program Review, Appendix F was completed by the Director School of Kinesiology, Dr. Michael Gaetz and Teaching and Learning Specialist, Claire Hay. The content below was taken directly from this appendix and includes comments regarding the fit of the Pedagogy Specialization within the current degree structure.

“It was noted that two of the degree specializations, Active Health and Exercise Science, had great structure from a curriculum mapping perspective. The Pedagogy specialization on the other hand had some structural differences. It includes a lower-level course and has no 4th year courses.

Recommendation: The School of Kinesiology should engage in a critical reflection on the Pedagogy specialization from a curriculum perspective. This specialization is unique and does not align with the other specializations. Specifically, it is heavy on the lower end and light on the upper end of courses. Importantly, all specializations should allow students to meet all PLOs at the same level. There were questions about whether the Pedagogy specialization does this at present.”

In addition to the poor fit within the degree structure, as noted in a previous section, the number of graduates from this specialization is relatively low (six in 2023-24). This, coupled with the fact that a graduate from either of the two remaining specializations may apply to a teacher education program to become a physical education teacher (the intended outcome for the Pedagogy Specialization) in elementary or middle-school programs indicates low impact on students. Lastly, there is no research infrastructure, and no active research grant funding associated with this specialization.

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

Discontinuance of the Pedagogy Specialization will not impact Indigenization efforts. As described in our ongoing Program Review Self-Study document, courses identified as having Indigenization components include: KIN 160, 163, 170, 266, 301, 350, 365, 451, 460, 481, and 499J. None of these courses are specific to the Pedagogy Specialization.

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

No. As described in 2) Rationale section of this document, there will be budgetary efficiency created by the discontinuation. That is also reflected in the letter of support provided by Mark Brosinski (attached).

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 information from the Fall 2025 registration, there are presently 441 registered students in the BKIN program. There is one student declared in both active health and exercise science, 27 students declared in pedagogy (6.1%), 41 students declared in active health, 183 students declared in exercise science, and 189 students that have not declared a specialization yet. There are six registered international students (1.3%).

The accommodation plan for students would be to offer the existing Pedagogy Specialization courses for a specified window of time of one additional academic year 2026-2027. Seat reserves for students in need of specific courses will be implemented. Those that have not completed the necessary Pedagogy Specialization courses may be offered an independent study version of a required course or directed studies as a substitute. This approach should address the majority of the 27 students enrolled in the Pedagogy Specialization and will be communicated to those students one-on-one. Students with under 30 credits would be encouraged to migrate to other specializations. Student with 30 – 60 credit will be contacted and advised of the limited availability of Pedagogy courses and if they choose to stay in that specialization will be offered seat reserves, independent study, directed studies courses, or other course substitutions. The school and/or advising will contact all undeclared students and indicate that the Pedagogy Specialization is no longer an option and provide advising on choosing courses to the available specializations. Importantly, students graduating from exercise science or active health specializations can still apply into a teacher education program for elementary, middle, and in some cases high school students to become a physical education teacher. As such, migrating to either of the two remaining specializations would not substantially impact career goals.

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. There will be no impact on the two remaining Specializations Active Health and Exercise Science.

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.)

It is likely that several courses specific to pedagogy will be discontinued. No decision has been made regarding what courses will be retained however early discussions have indicated that KIN 121 and 323 have application beyond pedagogy. As noted in the letter from Mark Brosinski, FTE assigned to pedagogy courses that are discontinued can be repurposed to address existing waitlists and bottlenecks.

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?

No. As described in section two of this document, the discontinuance would have no impact on minors. In addition, there will be no related changes to the two remaining specializations.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

The memo from Dr. Lara Duke is provided as an attachment.

**Attachments:**

- A. Memo from Mark Brosinski - Budget Office
- B. Memo from Dr. Lara Duke, Dean of Health Sciences
- C. Revisions to Calendar Copy



# MEMO

**To:** Lara Duke, Dean, Faculty of Health Science  
**From:** Mark Brosinski, Director, Budgets & Resource Planning  
**CC:** Michael Gaetz, Director, School of Kinesiology  
**Date:** 09/12/2025  
**Re:** Budget Assessment: Program Discontinuance – Kinesiology – Pedagogy Specialization

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The Budget & Resource Planning office reviewed the program discontinuance proposal for the Pedagogy Specialization within the Bachelor of Kinesiology for its impact to the university's operating budget. The School has identified several good reasons for discontinuation. As identified in the proposal, the pedagogy specialization is significantly smaller than the other two specializations offered by the School of Kinesiology. The other two specializations fulfill the requirements for those students wishing to pursue a career as a teacher in the K-12 school system, which is often a career path for those in the Pedagogy Specialization. As a result, minimal negative impact is expected in student enrolment in the Kinesiology program, as students who would have otherwise chosen the Pedagogy Specialization are likely to choose one of the two other specializations – Active Health or Exercise Science.

The Bachelor of Kinesiology has grown by 12.4% in student FTEs over the last 5 years and there are regularly waitlists for KIN courses at all levels. By discontinuing the Pedagogy Specialization, it should allow the School to streamline some of their course delivery, support changes needed related to government regulations around certification of Kinesiologists in BC and of Certified Exercise Science professionals nationally, and support minimizing waitlists for courses required by the other two streams.

Of the 9 course requirements/options for the Pedagogy specialization only 7 of them are unique to the specialization and were identified as KIN 121, 122, 221, 222, 302, 322, and 323. Over the past 3 years, 7 of these course sections have been run on average in rotation. After existing Pedagogy Specialization students' requirements have been accommodated these sections could be repurposed to support programming changes and continued growth.

It is expected that the proposed discontinuance would have minimal - to - no impact to administrative, student support or instructional resource needs or budgets.



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TO: Dr. Tracy RyderGlass, Acting Provost and VP Academic  
CC: Cindy Schultz, Associate Dean, Faculty of Health Sciences  
FROM: Dr. Lara Duke, Dean, Faculty of Health Sciences  
DATE: 17 March 2026  
RE: Memo of Support: Discontinuance of the Pedagogy Specialization (Bachelor of Kinesiology)

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Since Spring 2025, Cindy Schultz (Associate Dean, Faculty of Health Sciences) and I have worked closely with the School of Kinesiology on both the school's program review and the proposed discontinuance of Pedagogy Specialization (Bachelor of Kinesiology). The conversations have been thoughtful and evidence informed.

I fully support the discontinuation of the Pedagogy specialization and highlight the information from the major program change package:

- **Sustained Low Student Demand and Enrolment**
  - Only 27 of 441 BKIN students (6.1%) are currently declared in the pedagogy specialization, with just 6 graduates in 2023–24.
  - Courses in this specialization consistently show fill rates ~20–28% lower than other KIN courses, leading to frequent cancellations and limited student impact.
- **Structural and Capacity Limitations**
  - The pedagogy curriculum is misaligned within the degree (heavy on lower-level, no 4th year courses, questions about meeting PLOs at the same level).
  - Starting Fall 2026, Abbotsford facilities required for the pedagogy courses will no longer be available, with no viable or affordable alternatives at UFV Chilliwack campus.
- **Greater Efficiency and Strategic Alignment**
  - Eliminating pedagogy courses raises overall program fill rates from 79.5% to 83%, improving financial sustainability and better use of allocated teaching sections.
  - Faculty, student, and budget resources can be reallocated to high-demand areas such as Exercise Science and Active Health, and to meet new provincial certification priorities for Kinesiologists.

# Bachelor of Kinesiology degree

## Program requirements

To qualify for the Bachelor of Kinesiology degree, students must meet the following requirements:

- 120 total credits
- 48 upper-level credits, including at least 38 upper-level KIN credits (including core) (see Notes 1 and 2)
- Core course requirements (49 credits)
- One area of specialization in Kinesiology, declared by the completion of 60 credits (see Note 3) (18–22 credits)
- Literacy requirement (3 credits)
- Numeracy requirement (3–4 credits)
- Breadth requirements (12 credits of non-KIN courses)

Note 1: Any 300- and 400-level courses are acceptable for the remaining 10 upper-level credits, including additional KIN courses. Depending on which professional program and institution students are applying to, admission requirements can include specific Biology, Chemistry, Math, Physics, and/or Psychology courses. Students should consult the Kinesiology program advisor to be certain that their choice of electives provides the proper requirements to fit their career choice.

Note 2: Many upper-level courses require lower-level prerequisites; students are advised to plan and select electives carefully.

Note 3: Students who fail to declare a specialization by 60 credits will have registration in further courses blocked. Students may only choose one specialization.

## Program outline

### Core courses: 49 credits

| Course                    | Title                                                | Credits |
|---------------------------|------------------------------------------------------|---------|
| <b>One of:</b> (see Note) |                                                      | 3       |
| KIN 103                   | Concepts of Physical Fitness                         |         |
| KIN 121                   | Physical Literacy                                    |         |
| KIN 160                   | Contemporary Health Issues                           |         |
| <b>Plus:</b>              |                                                      |         |
| KIN 161                   | Introduction to Kinesiology                          | 3       |
| KIN 163                   | Introduction to Exercise Physiology                  | 4       |
| KIN 170                   | Basic Human Anatomy                                  | 4       |
| KIN 215                   | Introduction to Biomechanics                         | 3       |
| KIN 260                   | Topics in Human Nutrition                            | 3       |
| KIN 261                   | Sociocultural Aspects of Physical Activity and Sport | 3       |
| KIN 266                   | Exercise and Sport Psychology                        | 3       |
| KIN 268                   | Introduction to Motor Learning and Control           | 3       |
| KIN 270                   | Human Physiology I                                   | 4       |
| KIN 272                   | Human Physiology II                                  | 4       |
| KIN 301                   | Research Methods in Kinesiology                      | 3       |
| KIN 365                   | Physical Growth and Motor Development                | 3       |
| KIN 481                   | Applied Ethics for Health Sciences                   | 3       |

|            |                                        |   |
|------------|----------------------------------------|---|
| KIN 401    | Undergraduate Thesis I                 | 3 |
| or KIN 455 | Professional Experience in Kinesiology |   |

Note: ~~Students planning on the Pedagogy specialization must take KIN 121.~~ Students planning on the Exercise Science or Active Health specialization must choose either KIN 103 or KIN 160.

### **Active Health specialization: 18-19 credits**

The Active Health specialization provides preparation for students who are pursuing careers in health and wellness, specifically community health and fitness, athletic therapy, sports psychology, and fitness management and recreation, and those planning to continue onto graduate school.

| <b>Course</b>  | <b>Title</b>                                         | <b>Credits</b> |
|----------------|------------------------------------------------------|----------------|
| BUS 100        | Introduction to Business                             | 3              |
| KIN 360        | Health Programming Across the Lifespan               | 3              |
| KIN 362        | Theoretical Exercise Physiology                      | 3              |
| KIN 366        | Applied Counselling Skills for Fitness Professionals | 3              |
| KIN 465        | Adapted Physical Activity                            | 3              |
| <b>One of:</b> |                                                      | 3-4            |
| KIN 350        | Stress and Chronic Disease                           |                |
| KIN 371        | Introduction to Athletic Injuries                    |                |
| KIN 451        | Program Planning for Health Promotion                |                |
| KIN 462        | Advanced Exercise Testing and Prescription           |                |
| KIN 463        | Advanced Clinical Exercise Therapy                   |                |

### **Exercise Science specialization: 21–22 credits**

The Exercise Science specialization provides preparation for students who are pursuing careers as a practicing Kinesiologist or Exercise Specialist, those planning to go to graduate school, and/or those who are using their kinesiology degree in preparation for admittance to a professional program such as physiotherapy, occupational therapy, massage therapy, medicine, or chiropractics.

| <b>Course</b>  | <b>Title</b>                                             | <b>Credits</b> |
|----------------|----------------------------------------------------------|----------------|
| BIO 111        | Introductory Biology I                                   | 5              |
| KIN 362        | Theoretical Exercise Physiology                          | 3              |
| KIN 363        | Lab-Based Exercise Physiology                            | 3              |
| KIN 462        | Advanced Exercise Testing and Prescription               | 4              |
| KIN 463        | Advanced Clinical Exercise Therapy                       | 3              |
| <b>One of:</b> |                                                          | 3-4            |
| KIN 350        | Stress and Chronic Disease                               |                |
| KIN 371        | Introduction to Athletic Injuries                        |                |
| KIN 435        | Ergonomics and Occupational Biomechanics                 |                |
| KIN 460        | Macronutrients: Applications to Sport and Disease        |                |
| KIN 461        | Vitamins and Minerals: Applications to Sport and Disease |                |
| KIN 470        | Pathophysiology                                          |                |

### ~~Pedagogy specialization: 19–20 credits~~

The Pedagogy specialization provides preparation for those pursuing careers in instructional settings in both the public and private domain, such as teacher education, graduate school, coaching, and recreational/leisure settings.

| Course                      | Title                                                                      | Credits |
|-----------------------------|----------------------------------------------------------------------------|---------|
| KIN 122                     | Teaching Team Sport and Games                                              | 4       |
| KIN 221                     | Instructional Design and Analysis of Physical Education and Sport Programs | 3       |
| KIN 302                     | Measurement and Evaluation in Physical Education                           | 3       |
| KIN 360                     | Health Programming Across the Lifespan                                     | 3       |
| KIN 451                     | Program Planning for Health Promotion                                      | 3       |
| <b>One of:</b> (see Note 1) |                                                                            | 3-4     |
| KIN 222                     | Teaching Fitness and Lifestyle Recreation                                  | -       |
| KIN 322                     | Teaching Dance and Gymnastics                                              | -       |
| KIN 323                     | Teaching Outdoor Leadership                                                | -       |

Note 1: Students planning to enter into a teacher education program for the purpose of obtaining teacher certification in Secondary Physical Education must complete KIN 122, 222, 322, and 323. Students should plan accordingly.

Note 2: Students who are intending to teach at the elementary, middle, or secondary level may require a second teachable area. These students should consult with an Advisor to make sure that they have the proper requirements for entry into a teacher education program. EDUC 200 and 300 are strongly recommended for those pursuing teaching.

Note 3: Students pursuing Personal Training may also wish to pursue a [Business minor](#).

### **Literacy requirement: 3 credits**

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

### **Numeracy requirement: 3-4 credits**

| Course         | Title                                                 | Credits |
|----------------|-------------------------------------------------------|---------|
| <b>One of:</b> |                                                       | 3-4     |
| STAT 104       | Introductory Statistics                               |         |
| STAT 106       | Statistics I                                          |         |
| PSYC 110       | Applied Statistical Analysis in Psychology (see Note) |         |

Note: Students pursuing a Biology minor should be aware that PSYC 110 does not satisfy the requirements of that program.

### **Breadth requirements: 12 credits**

| Course | Title                                            | Credits |
|--------|--------------------------------------------------|---------|
|        | 12 credits of non-KIN at the 100 level or higher | 12      |



**DATE:** October 14, 2025  
**TO:** Undergraduate Education Committee  
**FROM:** Dr. Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies  
**RE:** Engineering Course Changes - ENGR 113, 123, 124, and 153

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Hi Amanda,

At the October 9, 2025, ATS Faculty Council meeting the following motion was presented and carried:

**MOTION - that the Engineering Course Changes: ENGR 113, 123, 124, and 153 be approved as presented.**

**Moved by: Trevor Murray, Seconded: Jeff Chizma. Carried**

Please forward for campus wide consultation and add this to the next UEC meeting for approval.

Teresa Kisilevich

**Memo for Course Changes**

To: Faculty Council – Applied and Technical Studies

From: Trevor Beugeling, Chair of Engineering Program

Date: Sept. 19, 2025

**Subject: Proposal for revision of ENGR 113**

*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:

*Credit value is being reduced from 4 to 3 credits. Instruction time has been reduced in order to compensate for this change. See program change memo for rationale.*

*Class size reduced from 36 to 24 in order to maintain consistency with other courses in the cohort-based program, and to provide increased flexibility of instructional methods.*

*MATH 111 changed from prerequisite to pre/corequisite to accommodate students that may take it in winter due to upcoming changes in Math course scheduling. Additionally, with the method that the course is now being taught, the skills required for a student to be successful are mostly obtained from PHYS 111 (which remains a pre-requisite). Making Math 111 a co-requisite rather than a pre-requisite should not impact student success in the course, yet it will allow more flexibility for students to take the course outside of the normal sequence. Many students struggle with Math 111, and it can often become a barrier to their progress when it is a pre-requisite. By making Math 111 a co-requisite, students are allowed the opportunity to repeat the course if necessary in the winter semester while still progressing towards completion of the program. This should lead to an overall improvement in student success.*

*Learning outcomes have been updated to include EGBC guidelines for Indigenization and Reconciliation, as well as programs and initiatives for Equity, Diversity, and Inclusion. These topics have always been included in the course and as such no new content is being added. They have been added to ensure that Indigenization and EDI content are explicitly stated on the course outline.*

*Textbook information has been updated to most recent edition.*

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.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Not required.*
5. Which program areas have been consulted about the change(s)?

*None outside of Physics/Engineering*

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 \(UNDRIP\)](#).

*Storytelling will be integrated as a pedagogical tool to introduce new topics, and to provide context and motivation for the concepts and skills being taught.*

*Correspondences between course topics and hands-on activities in related courses are emphasized when applicable.*

*When possible, correspondences between course topics and current events will be highlighted and discussed.*

*EGBC guidelines for Indigenization and Reconciliation will be presented and discussed, in order to provide context on the role that Indigenization has in professional practice.*

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

*This course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

*EGBC programs and initiatives for Equity, Diversity, and Inclusion are introduced to students, demonstrating that these ideals extend beyond the scope of their education and into the engineering profession as a whole.*

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

*Credit value reduced from 4 to 3 as part of effort to reduce credit load of program as a whole. This lowers the cost to students, reducing financial barriers to those wishing to enter the program.*

*Class size has been reduced from 36 to 24. With the program being based on a 1-year cohort over the fall and winter semesters, this change makes the course more consistent with the class size of other courses in the program. Reducing the class size also allows greater flexibility for the instructor to include project- and/or report-based content in the course.*

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGR 113                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Engineering Physics: Statics and Dynamics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Statics and Dynamics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Emphasizes solution techniques and proper documentation for problems involving practical applications of Newton's laws to engineering situations.                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | PHYS 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | MATH 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PHYS 113</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>Yes; no limit on repeats</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>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>75</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 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. Create free body diagrams for single objects and structures
2. Use Newton's Laws to model and analyze practical situations in statics and dynamics
3. Choose from multiple co-ordinate systems to simplify the analysis
4. Use kinematics, energy, momentum or thermodynamics as appropriate for the solution of a situation
5. Document a solution in the standard format for engineering/industrial applications
6. Participate in the design and construction of group projects and subsequent presentation of the results.
7. Explain the importance of Engineers and Geoscientists BC guidelines for Indigenization and Reconciliation and how they apply to the professional practice of engineering.
8. Explain Engineers and Geoscientists BC programs and initiatives for Equity, Diversity, and Inclusion.

The learning outcomes are defined by the requirements for the Phys III component of the "First-Year Common Engineering Curriculum for the BC Post-Secondary Sector" which state the required course content, listed below in the Course Content section.

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

|             |     |                        |     |                   |     |
|-------------|-----|------------------------|-----|-------------------|-----|
| Final exam: | 40% | Quizzes/tests/midterm: | 35% | Assignments:      | 15% |
| Project:    | 10% | [click to select]      | %   | [click to select] | %   |

**Details:**

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

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

The course will be presented using a combination of lectures and in class exercises. Additional problems will be assigned each week as homework.

**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 | Hibbeler, R.C.                                      | Engineering Mechanics (Statics and Dynamics), 15 <sup>th</sup> ed. | 2021 |
| 2. Textbook | Beer, F.; Johnston, E.R.; Mazurek, D.; Cornwell, P. | Vector Mechanics for Engineers, S.I. Metric Ed.                    | 2015 |
| 3. Textbook | Young and Freedman                                  | University Physics, 15 <sup>th</sup> ed.                           | 2019 |

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

Engineering grade paper and simple drawing instruments.

**Course Content and Topics**

Lecture hours on each topic will follow provincially-mandated guidelines.

**Topic**

- Introduction to mechanics, fundamental concepts and principles, systems of units, solution methods and numerical accuracy; vectors
- Newton's laws, forces as vectors, free body diagrams and equilibrium
- Rigid body equilibrium, torques as vector cross products, equivalent forces and couples; loadings and distributed forces
- Rigid body equilibrium in two and three dimensions
- Analysis of structures (trusses and frames)
- Internal forces
- Friction-wedges, square threaded screws, journal bearings, thrust bearings, and belt friction
- Particle kinematics – rectilinear and curvilinear motion (radial and tangential components)
- Newton's second law on dynamic systems
- Project: Spaghetti bridge
- Introduction to thermodynamics
- Heat capacity; kinetic theory
- Thermodynamic laws; heat engines

**Chapters**

Hibb Ch1 1.1-1.6  
Hibb Ch2 2.1-2.9  
Hibb Ch3 3.1-3.4  
Hibb Ch4 4.1-4.10  
  
Hibb Ch5 5.1-5.7  
Hibb Ch6 6.1-6.6  
Hibb Ch7 7.1-7.3  
Hibb Ch8 8.1-8.4  
Hibb Ch12 12.1-12.9  
Hibb Ch13 13.1 13.6  
  
Y&F Ch 17 17.1-17.7  
Y&F Ch 18 18.1-18.6  
Y&F Ch 19 19.1-19.8  
Y&F Ch 20 20.1-20.7

**Memo for Course Changes**

To: Faculty Council – Applied and Technical Studies

From: Trevor Beugeling, Chair of Engineering Program

Date: Sept. 19, 2025

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

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

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

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

2. Rationale for change:

*Credit value is being reduced from 4 to 3 credits. Instruction time has been reduced in order to compensate for this change. See program change memo for rationale.*

*Pre/co requisites have been adjusted to maintain consistency with program entry requirements.*

*Pre/co requisite of ENGR 153 or COMP 152 has been removed. In the current iteration of the course, the projects and course material do not require students to have any preexisting programming skills. Thus, the removal as a pre-requisite will not have a negative impact on student success in the course.*

*Learning outcomes have been updated to include EGBC guidelines for Indigenization and Reconciliation, as well as programs and initiatives for Equity, Diversity, and Inclusion. These topics have always been included in the course and as such no new content is being added. They have been added to ensure that Indigenization and EDI content are explicitly stated on the course outline.*

*Textbook information updated to include new text. This text was designed specifically for the common core curriculum.*

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.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Not required.*
5. Which program areas have been consulted about the change(s)?

*None outside of Physics/Engineering*

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 \(UNDRIP\)](#).

*Storytelling will be integrated as a pedagogical tool to introduce new topics, and to provide context and motivation for the concepts and skills being taught. Correspondences between course topics and hands-on activities in related courses are emphasized when applicable. When possible, correspondences between course topics and current events will be highlighted and discussed.*

*Sustainability is one of the primary learning outcomes, and is explored through the aspects of Social, Economical, and Environmental Sustainability, both locally and planet-wide.*

*EGBC guidelines for Indigenization and Reconciliation will be presented and discussed, in order to provide context on the role that Indigenization has in professional practice.*

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

*This course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

*EGBC programs and initiatives for Equity, Diversity, and Inclusion are introduced to students, demonstrating that these ideals extend beyond the scope of their education and into the engineering profession as a whole.*

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

*Credit value reduced from 4 to 3 as part of effect to reduce credit load of program as a whole. This lowers the cost to students, reducing financial barriers to those wishing to enter the program.*

*Although not stated in the course outline, in the past this course has been traditionally scheduled for 4 blocks per week (6 hours). Recent changes in UFV policies now require that all courses not be scheduled for more time than specified in the outline. Therefore, effective instructional time has been reduced from 4 blocks per week (6 hours) down to 3 blocks per week (4.5 hours). This means that in practice, the course has already undergone the stated reduction in class time as a byproduct of adhering to UFV policy changes. The stated reduction in Learning Outcomes and reduced time spent covering individual topics are simply recognizing changes that have already been implemented as a result of the reduced class time.*

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

*Textbook: Approx. \$20. (Text shared with ENGR 124)*

*Supplies for hand sketching (graph paper, pencils, etc.): Approx. \$20.*

*Supplies for course projects (Example: popsicle sticks and glue, etc.): Approx. \$10*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGR 123                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Engineering Design I: Design and Drafting                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Engineering Design I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Introduces students to the engineering design process through individual exercises and a series of mini-projects and labs undertaken in groups. Students will study the engineering design process, relevant technical background (including engineering drawing and CAD tools), project/group dynamics, professional responsibility, and writing and presentation skills over the course of the term.                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Prerequisites for MATH 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | PHYS 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>ENGR 151</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>Fall only</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>75</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 | Supervised laboratory hours (computer lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Content and instruction are mandated by governing body. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 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 the engineering design process to open-ended engineering design problems.
2. Describe the concept of a profession, the unique aspects of the engineering profession, and the different engineering disciplines.
3. Apply engineering decision-making, design processes, and prototyping to well-defined and well-constrained engineering problems.
4. Apply scientific principles to the understanding and analysis of engineering problems, and to the design of potential solutions.
5. Describe the contributions that an engineer can make to society as well as the impact (both positive and negative) that an engineering project can have on society.
6. Participate equitably as a member of a team, demonstrating initiative, professionalism, and effective intra-team communication.
7. Deliver original and effective oral presentations, and technical reports.
8. Demonstrate ability using both hand-sketching techniques and electronic CAD tools to create engineering 2D Orthographic, 3D Isometric, and 3D Perspective drawings.
9. Apply engineering tools, including hand tools, prototyping tools, and software tools to create, test, and analyze physical embodiments of an engineering design.
10. Explain the importance of Engineers and Geoscientists BC guidelines for Indigenization and Reconciliation and how they apply to aspects of professional practice, such as the engineering design process and stakeholder involvement.
11. Explain Engineers and Geoscientists BC programs and initiatives for Equity, Diversity, and Inclusion.

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

|              |     |                        |     |          |     |
|--------------|-----|------------------------|-----|----------|-----|
| Final exam:  | 35% | Quizzes/tests/midterm: | 25% | Project: | 25% |
| Assignments: | 15% |                        | %   |          | %   |

**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, tutorial work, group projects, invited speakers.

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

| Type        | Author or description | Title and publication/access details   | Year |
|-------------|-----------------------|----------------------------------------|------|
| 1. Textbook | Ostafichuk and Jaeger | Introduction to Engineering            | 2023 |
| 2. Textbook | Dunwoody, B. et al.   | Fundamental Competencies for Engineers | 2017 |
| 3.          |                       |                                        |      |

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

**Course Content and Topics**

Module 1: Engineering profession

Module 2: Engineering design process

- Introduction to teamwork
- Communication
- Engineering design process
- Engineering fundamentals

Module 3: Engineering drawing

- Isometric / orthographic
- Computer Aided Drawing
- 3D rendering / prototyping tools

**Memo for Course Changes**

To: Faculty Council – Applied and Technical Studies

From: Trevor Beugeling, Chair of Engineering Program

Date: Sept. 19, 2025

**Subject: Proposal for revision of ENGR 124**

*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:

*Credit value is being reduced from 4 to 3 credits. Instruction time has been reduced in order to compensate for this change. See program change memo for rationale.*

*Pre/corequisites have been updated to reflect PHYS 118 replacing PHYS 112 and ENGR 115.*

*Required prerequisite of ENGR 153 or COMP 152 changed to a recommendation, as it has been found that it is advantageous, but not required, for success in the course. Programming skills only have a benefit in the project work for the course, no other course topics involve programming. Students are able to acquire any necessary programming skills during the course, so a student entering the course without ENGR 153 or COMP 152 will not be disadvantaged.*

*Learning outcomes have been updated to include EGBC guidelines for Indigenization and Reconciliation, as well as programs and initiatives for Equity, Diversity, and Inclusion. These topics have always been included in the course and as such no new content is being added. They have been added to ensure that Indigenization and EDI content are explicitly stated on the course outline.*

*Textbook information updated to include new text. This text was designed specifically for the common core curriculum.*

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.*

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

*Not required.*

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

*None outside of Physics/Engineering*

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

*Note that ENGR 123 and ENGR 124 combine to meet the requirements of the engineering common core over two semesters, with methods of delivery remaining consistent between both courses. Students participate in an inclusive and active learning environment, where they are consistently required to learn by applying skills and concepts taught in class, both with individual and group work, evaluating the results, and providing feedback on both their own work and that of their peers. Larger projects require students to complete self-reflection documents, where they look back on their own work and attempt to assess where they performed well, and where future improvements can be made.*

*Storytelling will be integrated as a pedagogical tool to introduce new topics, and to provide context and motivation for the concepts and skills being taught. Correspondences between course topics and hands-on activities in related courses are emphasized when applicable. When possible, correspondences between course topics and current events will be highlighted and discussed.*

*Sustainability is one of the primary learning outcomes, and is explored through the aspects of Social, Economical, and Environmental Sustainability, both locally and planet-wide.*

*EGBC guidelines for Indigenization and Reconciliation will be presented and discussed, in order to provide context on the role that Indigenization has in professional practice.*

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

*This course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

*EGBC programs and initiatives for Equity, Diversity, and Inclusion are introduced to students, demonstrating that these ideals extend beyond the scope of their education and into the engineering profession as a whole.*

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

*Credit value reduced from 4 to 3 as part of effect to reduce credit load of program as a whole. This lowers the cost to students, reducing financial barriers to those wishing to enter the program.*

*Although not stated in the course outline, in the past this course has been traditionally scheduled for 4 blocks per week (6 hours). Recent changes in UFV policies now require that all courses not be scheduled for more time than specified in the outline. Therefore, effective instructional time has been reduced from 4 blocks per week (6 hours) down to 3 blocks per week (4.5 hours). This means that in practice, the course has already undergone the stated reduction in class time as a byproduct of adhering to UFV policy changes. The stated reduction in Learning Outcomes and reduced time spent covering individual topics are simply recognizing changes that have already been implemented as a result of the reduced class time.*

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

*Textbook: Approx \$20 (Text shared with ENGR 123)*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGR 124                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Engineering Design II: Design and Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Engineering Design II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Expands on student's understanding of engineering design as applied to larger, more self-directed projects. Working in groups, students will follow a structured process to design a system comprising of electrical, mechanical, and software sub-systems over the term. Students will complete one major project through several milestone stages with associated technical reporting. This course includes an introduction to the concept of sustainability and its impact on engineering design, and an exposure to engineering ethics. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | ENGR 123 and PHYS 111. One of ENGR 153 or COMP 152 is highly recommended.                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | MATH 112 and (PHYS 112 or PHYS 118).                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <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>Winter only</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>75</b></td> </tr> </table>                                                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 | Supervised laboratory hours (computer lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Content and instruction are mandates by governing body. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> September 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 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 the engineering design process to open-ended engineering design problems.
2. Apply mechanical and electrical concepts, modelling tools, and software principles to the understanding and analysis of engineering problems, and to the design of potential solutions at the appropriate level.
3. Participate equitably as a member of a team, demonstrating initiative, professionalism, and effective intra-team communication.
4. Deliver original and effective oral presentations, and technical reports.
5. Describe the principles of sustainability, "cradle-to-grave", "cradle-to-gate", and product life cycle, and apply these principles to engineering design and decision making through processes such as life cycle assessments.
6. Apply engineering tools, including hand tools, prototyping tools, and software tools to create, test, and analyze physical embodiments of an engineering design.
7. Demonstrate ethical behaviour and describe the importance of the engineering codes of ethics, both at the student and professional level.
8. Explain the importance of life-long learning and continuing professional development for professional engineers.
9. Describe the contributions that an engineer can make to society as well as the impact (both positive and negative) that an engineering project can have on society.
10. Explain the importance of Engineers and Geoscientists BC guidelines for Indigenization and Reconciliation and how they apply to aspects of professional practice, such as project management, sustainability, and ethics.
11. Explain Engineers and Geoscientists BC programs and initiatives for Equity, Diversity, and Inclusion.

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

|              |     |           |     |                        |     |
|--------------|-----|-----------|-----|------------------------|-----|
| Final exam:  | 35% | Project:  | 25% | Quizzes/tests/midterm: | 15% |
| Assignments: | 15% | Lab work: | 10% |                        | %   |

**Details:**

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

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

Lecture and lab.

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

| Type        | Author or description | Title and publication/access details   | Year |
|-------------|-----------------------|----------------------------------------|------|
| 1. Textbook | Ostafichuk and Jaeger | Introduction to Engineering            | 2023 |
| 2. Textbook | Dunwoody, B et.al.    | Fundamental Competencies for Engineers | 2017 |
| 3.          |                       |                                        |      |

**Course Content and Topics**

This course is only to be taught by a licensed Professional Engineer.

**Module 1: Engineering Design Process (10:10)**

- Project Management
- Human Design Factors
- Risk Management
- Engineering Fundamentals

**Module 2: Designing for the Environment (12:12)**

- Pillars of Sustainability
- Life Cycle Assessment
- Impact of human activity on health, safety, and environmental systems

**Module 3: Engineering Ethics (4:0)**

- Describe the Engineering Code of Ethics
- Apply Ethical Conflict Resolution

Note: Some lab exercises and lecture material will draw from more than one topic area.

**Memo for Course Changes**

To: Faculty Council – Applied and Technical Studies

From: Trevor Beugeling, Chair of Engineering Program

Date: Sept. 19, 2025

**Subject: Proposal for revision of ENGR 153**

*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:

*Credit value is being reduced from 4 to 3 credits. Instruction time has been reduced in order to compensate for this change. See program change memo for rationale.*

*Learning outcomes have been updated to include EGBC guidelines for Indigenization and Reconciliation, as well as programs and initiatives for Equity, Diversity, and Inclusion. These topics have always been included in the course and as such no new content is being added. They have been added to ensure that Indigenization and EDI content are explicitly stated on the course outline.*

*Textbook information updated to include new text.*

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.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Not required.*
5. Which program areas have been consulted about the change(s)? *None outside of Physics/Engineering*
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 \(UNDRIP\)](#).

*Storytelling will be integrated as a pedagogical tool to introduce new topics, and to provide context and motivation for the concepts and skills being taught. Examples could include discussions of historical and/or hypothetical scenarios to relate real world phenomena to their computational equivalence.*

*EGBC guidelines for Indigenization and Reconciliation will be presented and discussed, in order to provide context on the role that Indigenization has in professional practice*

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

*This course promotes equity, diversity, and inclusion by ensuring all students have equal access to the material and feel valued. The course design and teaching methods are gender agnostic, making the content accessible to everyone, and students are encouraged to share their perspectives respectfully. Instructors create a safe environment, where respect and inclusivity are prioritized. By using Universal Design for Learning (UDL) principles and emphasizing the contributions of underrepresented groups, the course ensures every student has the opportunity to succeed in a supportive, inclusive setting.*

*EGBC programs and initiatives for Equity, Diversity, and Inclusion are introduced to students, demonstrating that these ideals extend beyond the scope of their education and into the engineering profession as a whole*

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

*Credit value reduced from 4 to 3 as part of effect to reduce credit load of program as a whole. This lowers the cost to students, reducing financial barriers to those wishing to enter the program.*

*Although not stated in the course outline, in the past this course has been traditionally scheduled for 4 blocks per week (6 hours). Recent changes in UFV policies now require that all courses not be scheduled for more time than specified in the outline. Therefore, effective instructional time has been reduced from 4 blocks per week (6 hours) down to 3 blocks per week (4.5 hours). This means that in practice, the course has already undergone the stated reduction in class time as a byproduct of adhering to UFV policy changes. The stated reduction in Learning Outcomes and reduced time spent covering individual topics are simply recognizing changes that have already been implemented as a result of the reduced class time.*

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

*Textbook: Approx. \$70*

**CWC comment and response:**

- Learning outcome #2: can “design, implement, test, and debug” be encompassed by a broader single verb”, such as produce, or develop?

*In this case, I think it is important that the wording stay as it currently is. Those terms represent distinct and important steps in the process of developing a program, and I feel that it is important to emphasize that ALL of those steps are taught, not just a subset of them. Reducing the learning outcome to a more simplistic statement would introduce a level of vagueness that might raise questions when other institutions look at the outline to determine transfer (these are the terms that they will likely be looking for, as they are the terms other institutions often use themselves in their own learning outcomes).*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGR 153                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Structured Programming for Engineers                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Programming for Engineers                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Students will learn programming design, data types, functions, and data structures, with a focus on engineering applications.<br><br>Note: Students with credit for COMP 152 cannot take this course for further credit.                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | B or better in one of Pre-Calculus 12, MATH 093, or MATH 096.                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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): <b>COMP 152</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>Fall only</b><br>Maximum enrolment (for information only): <b>24</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>75</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 | Supervised laboratory hours (computer lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 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 the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
2. Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.
3. Augment short programs that use standard conditional and iterative control structures and functions.
4. Break problems up into sub-problems using functions, when writing programs.
5. Describe the concept of dynamic data structures and their uses.
6. Discuss the importance of consistent and readable documentation and program style standards in an engineering design context.
7. Create readable and maintainable software.
8. Explain the importance of Engineers and Geoscientists BC guidelines for Indigenization and Reconciliation and how they apply to the professional practice of engineering.
9. Explain Engineers and Geoscientists BC programs and initiatives for Equity, Diversity, and Inclusion.

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

|              |     |                        |     |           |     |
|--------------|-----|------------------------|-----|-----------|-----|
| Final exam:  | 40% | Quizzes/tests/midterm: | 25% | Lab work: | 20% |
| Assignments: | 15% |                        | %   |           | %   |

**Details:**

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

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

Lecture and lab.

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

| Type        | Author or description | Title and publication/access details | Year |
|-------------|-----------------------|--------------------------------------|------|
| 1. Textbook | Savitch, W.           | Problem Solving with C++             |      |
| 2. Textbook | Stephen Prata         | C++ Primer Plus, Sixth Edition       | 2015 |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

**Course Content and Topics**

These are the provincially mandated course outcomes for this course. The programming language must be C or C++ and include:

1. Program comprehension
  - Analyze and explain the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
2. Program design and implementation
  - Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.
3. Primitive data types
  - Identify and describe the appropriate use of primitive data types
  - Write programs that use primitive data types Conditional and Iterative Constructs
  - Choose appropriate conditional and iteration constructs for a given programming task
  - Modify and expand short programs that use standard conditional and iterative control structures and functions.
4. Functions
  - Describe the purpose of function definitions
  - Describe the importance of modularization when solving problems
  - Break problems up into sub-problems using functions, when writing programs
5. Advanced data structures
  - Write programs that use each of the following data structures: arrays, structs, strings.
  - Write programs that use pointers for dynamic memory allocation and release

- Describe the concept of dynamic data structures and their uses
- Recognize the risks of pointers.
- 6. Code quality
  - Apply consistent documentation and program style standards
  - Describe the importance of consistent documentation and program style standards
  - Create readable and maintainable software using conventions like documentation and program style standards

These will be implemented through the following topic areas:

1. Basics and definitions; computing as an engineering design problem
2. Data types and representations
3. Operations and library functions
4. Decision making options
5. Looping options
6. Functions and passing variables
7. Arrays
8. Pointers
9. String manipulation
10. Introduction to microprocessors



**DATE:** October 14, 2025  
**TO:** Undergraduate Education Committee  
**FROM:** Dr. Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies  
**RE:** Program Change – Engineering Common Core Certificate

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Hi Amanda,

At the October 9, 2025 Faculty Council meeting the following motion was presented and carried:

**MOTION:** that the Program Changes for the Engineering Common Core Certificate program be approved as presented.

**Moved** by Trevor Murray, **Seconded** by Jeff Chizma. **Carried.**

I support the proposed changes to the Engineering Common Core Certificate. The reduction in credits, without reducing the number of courses, will benefit students both financially, academically and emotionally. This will also make UFV's ECCC more marketable and competitive with similar programs as it will reduce the cost and the time in class. As an example, it is currently more expensive and more time-intensive to take UFV's program than it is to take first-year Engineering at UBC.

These proposed changes will also align with recent changes in timetabling, which define the allowed block structures for programs at UFV.

In consultation with Finance. I have reviewed the budgetary implications of this proposal. There should be an overall savings to the University, as the reduction in student tuition will be met or exceeded in the savings realized from reducing the number of instructional hours required.

Please forward for campus wide consultation and add this to the next UEC meeting for approval.

Kind regards,

Teresa Kisilevich

**Memo for Program Changes**

To: Faculty Council – Applied and Technical Studies

From: Trevor Beugeling, Chair of Engineering Program

Date: Sept. 19, 2025

**Subject: Program change of Engineering Common Core Certificate**

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

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

2. Rationale for change(s):

*Due to the high value of the First-Year Core Engineering Curriculum courses (51 credits at UFV, compared to a provincial average of 39 credits), we are in the process of reducing the credit load to be more competitive with other institutions.*

*ENGR 113, ENGR 123, ENGR 124, and ENGR 153 have all been reduced from 4 credits each to 3 credits each. To compensate for the reduction in credit value, learning outcomes and/or instructional time have been reduced. All changes were cross-referenced with requirements set out by CEAB (Canadian Engineering Accreditation Board), and only optional topics have been removed. As a result, transferability of the courses will not be impacted.*

*Along with the reduction of credits and lecture time is a commensurate reduction in the content covered in the ENGR courses. Similar Engineering programs at other institutions do in fact have fewer required credits, but this is in most cases due to the way that UFV assigns credit values to courses. For example, at most other institutions a first-year science course with an associated lab is 3 credits, while at UFV it is 5 credits. Thus with 3 required science courses for the ECCCCP (PHYS 111, 112, and CHEM 113), that is an additional 6 credits that a UFV student must pay compared to other institutions. These are the same courses with similar class time, they are simply worth more credits at UFV. In fact, a 5-credit science course taken at UFV generally only transfers as a 3-credit course to most other institutions. So, the number of credits in a program is not necessarily reflective of the actual workload. That being said, student burnout in the ECCCCP is a real issue (not only at UFV, but throughout the province), which is one of the reasons that we are reducing the workload in each course while still adhering to the requirements of CEAB (Canadian Engineering Accreditation Board)*

*– we are in effect removing course material not actually required by CEAB. The credit reduction also makes the program more competitive, as it will now cost less for the same credential. Any further reduction of credits (and therefore cost) would require other UFV programs to reduce their credit value to match those at other institutions. So, we are doing what we can on our end to make the ECCCP less expensive for UFV students.*

*The newly introduced PHYS 118 (5 credits) is designed to encompass all of the required Engineering Common Core content from both PHYS 112 (5 credits) and ENGR 115 (1 credit). PHYS 118 replaces these two courses in the winter semester, resulting in an additional reduction of 1 credit for the program as a whole.*

*As a result of the above changes, there is a net reduction of 5 credits for the program. This lowers the cost to students by approximately \$830.00, making our program more accessible to a wider variety of students with diverse backgrounds. The reduced learning outcomes and/or instructional time will lower the workload for students, improving student success and throughput of the program.*

*Math entrance requirements have been updated to match prerequisites of MATH 111. This change will help maintain consistency in prerequisites between the ECCP program, the MATH 111 course it requires, as well as the required PHYS 111 course which also matches prerequisites with MATH 111.*

*Learning outcomes for ENGR 113, ENGR 123, ENGR 124, and ENGR 153 have been updated to include introducing students to topics regarding EGBC programs and initiatives for Equity, Diversity, and Inclusion.*

*Textbook information has been updated for ENGR 113, ENGR 123, ENGR 124, and ENGR 153.*

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

*Learning outcomes have not been significantly changed.*

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

*The Faculty of Applied and Technical Studies Curriculum Committee discusses considerations for individual course changes. Discussions regarding indigenization are also facilitated during Physics and Engineering department meetings.*

*Learning outcomes have been updated for ENGR 113, ENGR 123, ENGR 124, and ENGR 153 to include coverage of EGBC Guidelines for Indigenization and Reconciliation.*

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

*No additional resources 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?

*Reducing the number of credits will make our program more competitive with other institutions. The changes to entrance requirements will maintain consistency with Math department requirements, and ensure that all students are better prepared to enter the program.*

*We anticipate that these changes will have a net-positive effect on both student throughput and student success.*

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?

*While multiple courses will have their credit value reduced, the only change to offered courses is the addition of PHYS 118 as a replacement for PHYS 112 and ENGR 115.*

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

*N/A*

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

*Number of elective courses will not change.*

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.

*To be added.*

**CWC comment and response:**

- Entrance requirements should be consistent between the Engineering Common Core certificate and the Engineering Physics diploma in Mechatronics.

*While both programs relate to engineering, they are still two different programs with two different end points, so the entrance requirements do not need to be the same. With the exception of the Chem 12 requirement, they are already fairly similar - and that difference is justifiable.*

*The Common Core certificate requires that the entire curriculum be completed within the 8-month period of Sept. to Apr. (otherwise they do not qualify to receive the certificate, and do not qualify for preferred admission to UBC-V). It therefore has more strict requirements, and doesn't allow much room for changing course scheduling.*

*On the other hand, the diploma has no specific requirement on completion time, and therefore allows more flexibility on when specific courses can be taken. This allows for somewhat relaxed entrance requirements relative to the ECCCCP.*

*Example: A student entering the ECCCCP without Chemistry 12 would find it very challenging to finish the program within the 8-month requirement. However, with the diploma they would have the flexibility to take a Chem 12 equivalent course at UFV and fill in any subsequent courses later.*

## Engineering Common Core certificate

The Engineering Common Core certificate is the first year of a Bachelor of Applied Science (Engineering) degree program. Upon successful completion of the program within one academic year, students are eligible to graduate with an Engineering Common Core certificate and may then complete their degree at the University of British Columbia, the University of Victoria, or other universities.

Students transferring to UBC, UVic, or other universities from the UFV program with the minimum required GPA may be admitted to their second-year program. Once admitted, all students, regardless of their first-year institution, then compete for seats in different specialties based on their GPA; popular specialties have higher GPA requirements than the entrance GPA.

### Entrance requirements

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for MATH 111. Pre-calculus 12 with a grade of B or better.
3. Chemistry 12.
4. Physics 11. Physics 12 is strongly recommended.
5. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note 1), or one of the other prerequisites for [ENGL 105](#).

Note 1: 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.

Note 2: Applicants who are currently completing the course requirements must submit an interim transcript with their application.

Students offered conditional admission will have their files reviewed after receipt of final grades. Those falling below the complete minimum established for that year will be offered a place in an alternate program, such as the [Bachelor of Science](#), provided they meet the ~~BSe~~ entrance requirements for that program.

Applicants must provide an email address and are expected to check their email regularly (usually starting in February). Students must respond to information sent to them in order to keep their application active.

Note 1: Due to the demand for this program, UFV students must enrol in at least 12 of the program courses in two consecutive semesters. Admitted students who do not enrol in the full program will be moved to the Bachelor of Science, provided they meet the BSc entrance requirements. Students who have already completed two or more program courses or who intend to spend two years at UFV should apply to the Bachelor of Science program instead. Students should see an Academic Advisor for more details. A major purpose of the certificate is to grant access to reserved seats that allow completion of all the courses in eight months; students not

intending to do this usually have the flexibility to take courses they need without using reserved seats.

Note 2: Students must be academically strong to successfully complete the Engineering Common Core certificate. This program is best suited to students with a B average or better. The Common Core certificate requirements match UBC requirements for preferred admission, but the certificate is not a requirement for admission to an Applied Science (Engineering) program.

...

## **Program duration**

The Engineering Common Core certificate program is one academic year in duration. Courses taken in May-August will count for transfer, but are not considered part of the certificate.

## **Program outline**

The following order of courses is used so all the prerequisites can be met and the workload is relatively balanced. Students in reserved seats will have specific places reserved for them in these courses, creating a workable schedule.

Students intending to do these courses in one year without being admitted to the program should also try to follow this schedule, but variations may be necessary.

### **Semester I**

| <b>Course</b> | <b>Title</b>                              | <b>Credits</b> |
|---------------|-------------------------------------------|----------------|
| CHEM 113      | Principles of Chemistry I                 | 5              |
| ENGL 105      | Academic Writing                          | 3              |
| ENGR 123      | Engineering Design I: Design and Drafting | <u>34</u>      |
| ENGR 153      | Structured Programming for Engineers      | <u>34</u>      |
| MATH 111      | Calculus I                                | 4              |
| PHYS 111      | Mechanics                                 | 5              |

### **Semester II**

| <b>Course</b>       | <b>Title</b>                                                        | <b>Credits</b> |
|---------------------|---------------------------------------------------------------------|----------------|
| CHEM 116            | Thermodynamic Aspects of General Chemistry for Engineering Students | 1              |
| CMNS 251            | Professional Report Writing                                         | 3              |
| <b>or</b>           | An approved humanities/social science elective (see Note 2)         |                |
| ENGR 113            | Engineering Physics — Statics and Dynamics                          | <u>34</u>      |
| <del>ENGR 115</del> | <del>Engineering Optics</del>                                       | <del>4</del>   |

|                                     |                                                                                            |           |
|-------------------------------------|--------------------------------------------------------------------------------------------|-----------|
| ENGR 124                            | Engineering Design II: Design and Sustainability                                           | <u>34</u> |
| ENGR 152/ MATH 152                  | Linear Algebra for Engineering                                                             | <u>34</u> |
| MATH 112                            | Calculus II                                                                                | 4         |
| <u>PHYS 118</u> <del>PHYS 112</del> | <u>Waves, Optics, and Electromagnetism</u> <del>Electricity and Magnetism (see Note)</del> | 5         |

Note 1: Students with credit for PHYS 112 and ENGR 115 do not need to complete PHYS 118. Students cannot receive credit for both PHYS 112 and PHYS 118.

Note 21: Unless stated, the minimum grade acceptable in all course prerequisites is a C-.

Note 32: Students applying to UBC-V (UBC Vancouver) should substitute CMNS 251 with a humanities/social science elective approved by UBC-V. Students should see an Academic Advisor for more information as the receiving institutions have some specialty-specific requirements in the second term courses. ~~only take a humanities/social science elective approved by UBC-V. Students applying to UBC-O (UBC Okanagan) or UVIC can take either CMNS 251 or a transferable humanities/social science elective.~~

Note 43: Students should check with the receiving universities for the minimum GPA and other details. The minimum GPA requirements and the UBC preferred admissions GPA may change yearly based on demand levels. Students who have concerns about GPA requirements should contact an Academic Advisor. Some institutions have a minimum C grade requirement to accept a course for transfer.



**DATE:** October 14, 2025  
**TO:** Undergraduate Education Committee  
**FROM:** Dr. Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies  
**RE:** Program Change – Engineering Physics Diploma in Mechatronics

---

Hi Amanda,

At the October 9, 2025, ATS Faculty Council meeting the following motion was presented and carried:

**MOTION:** that the Program Changes for the Engineering Physics Diploma in Mechatronics be approved as presented.

**Moved** by Trevor Murray, **Seconded** by Trevor Beugling. **Carried.**

I support the proposed changes to the Engineering Physics Diploma in Mechatronics. The reduction in credits in courses that are shared with the Engineering Common Core Certificate, without reducing the number of courses, will benefit students both financially, academically and emotionally. This will also make UFV's Mechatronics diploma more affordable and should result in increased retention rates into the second year of the program.

These proposed changes will also align with recent changes in timetabling, which define the allowed block structures for programs at UFV.

In consultation with Finance. I have reviewed the budgetary implications of this proposal. There should be an overall savings to the University, as the reduction in student tuition will be met or exceeded in the savings realized from reducing the number of instructional hours required.

Kind regards,

Teresa Kisilevich



33844 King Rd., Abbotsford, BC V2S 7M8 • Tel: 604-504-7441 • Fax: 604-855-7614 • Toll-free (in Canada): 1-888-504-7441 • [ufv.ca](http://ufv.ca)

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**Memo for Program Changes**

To: ATS Faculty Council

From: Jeff Chizma, Physics department Head

Date: September 18, 2025

**Subject: Program change of the Engineering Physics Diploma in Mechatronics**

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: *Reduction of total required number of credits due to changes in course credits.*

2. Rationale for change(s):

*As part of our initiative to reduce the overall number of credits required for the Engineering Common Core Certificate Program (ECCCP), we have reduced the number of credits from 4 to 3 for 4 of the courses shared between the Physics Diploma and ECCCP. As a result of this credit reduction, the number of credits required to earn the Diploma has decreased from 67 to 63. In addition, we have included a new course PHYS 118 as an option – PHYS 112 will soon be discontinued and replaced by PHYS 118.*

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

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

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

*The Faculty of Applied and Technical Studies Curriculum Committee discusses considerations for individual course changes. Discussions regarding indigenization are also facilitated during Physics and Engineering department meetings. However, each of the 4 courses which have had their credit values reduced (ENGR 113, ENGR 123, ENGR 124, and ENGR 153) have updated learning outcomes which specifically address the topic of indigenization in order to meet the requirements of EGBC (Engineering and Geoscientists of British Columbia).*

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?

*As the credit reduction will have a corresponding effect on the cost of the Diploma, students will end up paying less to earn the credential. In addition, the credit reduction of the courses will come with an associated reduction in both class time and content, so the students should be more successful and we expect to see more graduates.*

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

*Yes, there will be an overall reduction in required credits from 67 to 63, however, the total number of courses offered remains unchanged.*

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.)

*The available resources are not affected by the proposed changes.*

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

*No, the number of elective courses will not be changing.*

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.

# Engineering Physics diploma in Mechatronics

This is a two-year diploma program in Engineering Physics, specializing in Mechatronics.

The program is 673 credits, designed for students to go either directly to the workplace or to ladder to a UFV Bachelor of Science degree with a Physics major. Those completing the diploma may also be eligible to transfer to an engineering degree at another institution.

...

## Program outline

The following are the courses required for the program, as well as a schedule of how the courses will normally be taken.

### Semester I (Fall): 175 credits

| Course   | Title                                     | Credits   |
|----------|-------------------------------------------|-----------|
| ENGR 123 | Engineering Design I: Design and Drafting | <u>43</u> |
| ENGR 153 | Structured Programming for Engineers      | <u>43</u> |
| MATH 111 | Calculus I                                | 4         |
| PHYS 111 | Mechanics                                 | 5         |

### Semester II (Winter): 175 credits

| Course             | Title                                            | Credits   |
|--------------------|--------------------------------------------------|-----------|
| ENGR 113           | Engineering Physics - Statics and Dynamics       | <u>43</u> |
| ENGR 124           | Engineering Design II: Design and Sustainability | <u>43</u> |
| MATH 112           | Calculus II                                      | 4         |
| PHYS 112           | Electricity and Magnetism                        | 5         |
| <u>or PHYS 118</u> | <u>Waves, Optics, and Electromagnetism</u>       |           |

### Semester III (Fall): 17 credits

| Course   | Title                                    | Credits |
|----------|------------------------------------------|---------|
| ENGR 100 | Production in Practice (see Note 1)      | 1       |
| ENGR 210 | Circuit Analysis                         | 5       |
| ENPH 320 | Fundamentals of Digital Logic and Design | 4       |
| MATH 211 | Calculus III                             | 3       |

PHYS 221                      Intermediate Mechanics (see Note 2)                      4

Note 1: Although ENGR 100 is listed as a Fall course (students register for it in Fall), it will be offered at the end of the previous Summer semester (late August).

Note 2: Students with credit for all of ENGR 113, ENGR 152/MATH 152, and ENGR 255/MATH 255 are not required to take PHYS 221.

**Semester IV (Winter): 16 credits**

| <b>Course</b>                             | <b>Title</b>                                                 | <b>Credits</b> |
|-------------------------------------------|--------------------------------------------------------------|----------------|
| ENPH 310                                  | Microelectronics                                             | 5              |
| ENPH 340                                  | Microcontrollers and Embedded Systems<br>(formerly ENGR 340) | 4              |
| ENPH 390                                  | Mechatronics                                                 | 4              |
| PHYS 232                                  | Experimental Methods in Physics (see Note)                   | 3              |
| <b>or</b> PHYS 381/ MATH 381/<br>ENGR 257 | Mathematical Physics (see Note)                              |                |

Note: PHYS 232 is recommended for students completing only the diploma; PHYS 381/MATH 381/ENGR 257 is recommended for students pursuing both the diploma and the Physics major.

**Memo for Course Changes**

To: Science Faculty Council, Undergraduate Education Committee

From: Ben Vanderlei

Date: May 6, 2025

**Subject: Proposal for revision of MATH 152**

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

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

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

2. Rationale for change: *MATH/ENGR 152 is overdue for review. The most significant changes proposed are the reduction in credits from 4 to 3, and a change to the corequisites/prerequisites. The change in credits was made at the request of the Physics department and is part of a broader effort to reduce the number of credits in the Engineering Transfer Program. To accommodate the corresponding reduction in contact time, two applications (systems of differential equations and Fourier approximations) were removed from the learning outcomes and course content. Other learning outcomes were adjusted accordingly to reflect the applied nature of the course. With the removal of these applications that were dependant on MATH 112 concepts, students should be adequately prepared for MATH 152 after successfully completing MATH 111. Removing MATH 112 as a corequisite also provides students flexibility if they do not continue on to MATH 112 immediately following MATH 111.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *The learning outcomes have been reduced but have not changed substantially.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *MATH/ENGR 152 specifically serves students in the Engineering Transfer Program. Efforts to reduce credits across the program are being made to improve student success.*

5. Which program areas have been consulted about the change(s)? *We have worked closely with Physics on these revisions.*
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
*MATH/ENGR 152 is a service course with provincial standards for the course topics. It is through delivery that this course aligns with the Indigenization goals of UFV. Learners are engaged in an active environment, where students are consistently required to learn by doing. Course instructors emphasize the importance of practice and self-assessment in meeting the learning objectives. Learning in ways that are **experiential** and **reflective**, and that require **time and patience**, are among the [First Peoples Principles of Learning](#).*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*In addition to providing supportive classroom environments, MATH/ENGR 152 software used is open-source and web-based where possible to ensure that it is accessible to students.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *The cost of the ebook currently in use is approximately \$70.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 152                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Linear Algebra for Engineering<br><b>Course Short Title:</b> Linear Algebra for Engineering                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department/School:</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Intended for engineering students, this course covers basic problems and concepts of linear algebra in $\mathbb{R}^n$ , such as matrix algebra, solutions to linear systems of equations, determinants, and eigenvalue problems. Emphasis throughout the course is placed on applications in science and engineering.<br>Note: This course is offered as MATH 152 and ENGR 152. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | MATH 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>ENGR 152</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Winter only</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>50</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>50</b></td> </tr> </table>                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 50 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| 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>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 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. Construct and solve linear systems of equations that arise in applications.
2. Determine whether a set of vectors is linearly independent.
3. Identify or construct bases for subspaces of  $\mathbb{R}^n$  to determine their dimensions.
4. Determine whether a transformation is linear and represent linear transformations as matrix multiplication.
5. Perform operations of matrix algebra.
6. Calculate and interpret determinants.
7. Determine the eigenvalues and eigenvectors of matrices, and use them for diagonalization and applications.
8. Perform elementary algebraic operations with complex numbers.
9. Calculate the projection of a vector onto a subspace using dot products.
10. Use software to perform the calculations associated with the previous objectives in larger systems.

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

|                        |     |              |     |   |
|------------------------|-----|--------------|-----|---|
| Final exam:            | 35% | Assignments: | 15% | % |
| Quizzes/tests/midterm: | 50% |              |     | % |

**Details:**

Weight of quizzes/tests/midterm will typically be broken down into 10-15% for quizzes and 35-40% on term tests. 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.)

Lectures, with tutorial sessions.

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

| Type    | Author or description           | Title and publication/access details                               | Year |
|---------|---------------------------------|--------------------------------------------------------------------|------|
| 1. Book | Lay D., Lay, S., & McDonald, J. | Linear Algebra and its Applications, 6 <sup>th</sup> ed., Pearson  | 2020 |
| 2. Book | Strang, G                       | Linear Algebra and its Applications, 4 <sup>th</sup> ed., Thompson | 2005 |
| 3. OER  | Kuttler, K.                     | A First Course in Linear Algebra, LibreTexts                       | 2017 |
| 4.      |                                 |                                                                    |      |
| 5.      |                                 |                                                                    |      |

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

The course will use open-source software such as GNU Octave or Python.

**Course Content and Topics**

Most examples and demonstrations will be in terms of 2- and 3-dimensions. Software will be used where appropriate

1. Linear systems of equations; row-reduced echelon form, rank; applications of linear systems.
2. The vector space  $\mathbb{R}^n$ , dot product, and applications to 2D and 3D geometry.
3. Matrix algebra, elementary matrices, inverses, transposes.
4. Matrix representation of linear transformations; applications of linear transformations.
5. Calculation of determinants and properties of determinants.
6. Linear dependence and independence, span, dimension.
7. Orthogonal transformations, orthonormal basis.
8. Algebra of complex numbers.
9. Eigenvalues / eigenvectors, diagonalization, symmetric matrices.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGR 152                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                               |  |
| <b>Course Full Title:</b> Linear Algebra for Engineering                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                      |  |
| <b>Course Short Title:</b> Linear Algebra for Engineering                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                            |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MATH 152</b> for the official course outline.                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>Intended for engineering students, this course covers basic problems and concepts of linear algebra in $R^n$ , such as matrix algebra, solutions to linear systems of equations, determinants, and eigenvalue problems. Emphasis throughout the course is placed on applications in science and engineering.<br><br>Note: This course is offered as MATH 152 and ENGR 152. Students may take only one of these for credit. |  |                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |  | MATH 111.                                                                                                                                                                                                                            |  |
| <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>MATH 152</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                        |  | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Date of meeting:</b> April 28, 2025                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Date of meeting:</b> May 30, 2025                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                               |  |

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Technology Department Chair

Date: December 2, 2025

Subject: Proposal for revision of **Agri 321 Vegetable Crop Production: Science & Practice**

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

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

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

2. Rationale for change:

The course has been updated to include an improved calendar description, course outline and revised assessments that support effective instruction for a class size of 36 students. These changes accommodate increased course enrolment in alignment with the Collective Agreement while maintaining the quality and safety of hands-on learning activities. The revisions ensure that curriculum delivery, evaluation methods, and practical components remain consistent with program goals and current industry expectations.

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

| Course Learning Outcomes                                                                                       | ILOs                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe requirements to successfully grow field vegetable crops of economic importance to British Columbia | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                                |
| 2. Design appropriate farm management practices and growing systems for field vegetable crops                  | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems |
| 3. Implement data driven decision making using soil and tissue testing, data collection,                       | 1. Apply Knowledge and Competencies Proficiently                                                                                          |

|                                                                                                                          |                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| monitoring and targeted experimentation to improve sustainability and productivity.                                      | 2. Examine Critically and Holistically<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion                                                |
| 4. Evaluate appropriate varieties of vegetable crops.                                                                    | 2. Examine Critically and Holistically<br>3. Communicate Effectively<br>6. Contribute Locally and Globally<br>7. Advocate for Equity, Diversity, and Inclusion                  |
| 5. Develop management plans for biotic and abiotic stresses affecting vegetable crops                                    | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>5. Engage with Indigenous Knowledge Systems<br>6. Contribute Locally and Globally |
| 6. Determine appropriate timing and techniques for harvest and postharvest handling of vegetable crops                   | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>6. Contribute Locally and Globally<br>8. Engage in Reflection for Action          |
| 7. Explain historical and contemporary uses of the roots, shoots and leaves of native plants by Indigenous communities   | 1. Apply Knowledge and Competencies Proficiently<br>3. Communicate Effectively<br>5. Engage with Indigenous Knowledge Systems                                                   |
| 8. Discuss practices to adapt to and mitigate contributions to climate change specific to the field vegetable production | 1. Apply Knowledge and Competencies Proficiently<br>4. Lead Collaboratively<br>7. Advocate for Equity, Diversity, and Inclusion<br>8. Engage in Reflection for Action           |

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

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

*This course contributes to and aligns with UFV's Indigenization goals primarily in the terms of topic selection and curriculum delivery. The course includes an exploration of contemporary and Indigenous uses of the "vegetable" parts of plants (i.e., not berries, fruits or nuts). Specific plants that can be explored within in the context of this course include wapato (*Sagittaria latifolia*) which was harvested for roots, th'éth'e (*Urtica dioica*) which continues to be harvested for young shoots and leaves. Both wapato and the'eth'e are examples of two plants that we are trying to cultivate as part of our plant library in the UFV Agriculture Technology program so students will get hands-on experience with them. We will continue to add more Indigenous food plants as the knowledge of instructors grows. In addition to incorporating specific plant examples, the learning for this class includes a strong emphasis*

on hands-on learning with students growing vegetable crops in both the outdoor classroom and the greenhouses. These elements align with First Peoples Principles of Learning [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) specifically (with underlines for my emphasis)

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*
- *Learning recognizes the role of Indigenous knowledge.*

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

*Hands-on learning is an intentional delivery method in our program as it makes technical language and content relatable and accessible to a wide range of learners. As well, for Agri 321 vegetable crops important in Asian, South Asian, Persian, and other world cuisines, are also included (e.g., okra, wasabi, eggplant) this helps to foster interesting cross-cultural opportunities in the course. Including a research project in the course further supports equity, diversity, and inclusion by allowing students to explore topics that reflect their own interests, backgrounds, and cultural perspectives. Students can choose plant species, or horticultural issues relevant to their communities, making the assignment personally meaningful and accessible. This flexibility complements the program's hands-on learning approach, which helps make technical content understandable for diverse learners.*

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

*The course does not have stand-alone labs or separate field trips. Instead, the courses are taught so that students can move from lecture to hands-on (in the lab, the outdoor classroom/greenhouses, or off-campus field trips) within the time frame of a lecture. A class size of 36 can be accommodated with careful organization of greenhouse and field exercises. Field trips are an essential component, allowing students to engage in land-based learning and observe practices in real settings.*

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

Textbooks are optional, instead, students will use a combination of online resources, instructor-provided materials, and open-access readings. *Field trip cost (fuel) of approximately \$50, with all field trips within 30km of CEP campus.*

**CWC comment and response:**

- What is the 12 hours of work-integrated learning? Where is this reflected in the learning outcomes and/or evaluation?

*For additional reference: The 12 hours is the time spent in CEP H facilities (greenhouse and outdoor classroom). There was no drop down menu item that accurately captures that. Our current OCO was approved with "Work-Integrated Learning" as the Experiential category: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/AGRI/AGRI321-20230421.pdf>. I have left that unchanged and am happy to discuss at UEC. Suggestion - can the form have an "Other" category for Experiential*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): April 2029  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Vegetable Crop Production: Science and Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Vegetable Crop Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Principles and practices of field production of vegetable crops will be explored using a combination of theory and hands-on practice in the on-campus greenhouse and outdoor classroom. Biology of commonly grown field vegetable crops and management practices from pre-planting through to post-harvest handling are explored. Emphasis is placed on practices that reduce contribution and/or increase adaptation to climate change. The course also introduces uses of native plants by Indigenous communities, supporting culturally informed and sustainable agricultural practice. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| Note: Field trips during class time will be required. Please check with the department for details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | AGRI 124.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>AGRI 222</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Experiential (work-integrated learning) | 12 | Experiential (field trip) | 3 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                              |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> January 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                         |    |                           |   |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 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. Describe requirements to successfully grow field vegetable crops of economic importance to British Columbia.
2. Design appropriate farm management practices and growing systems for field vegetable crops.
3. Implement data driven decision making using soil and tissue testing, data collection, monitoring and targeted experimentation to improve sustainability and productivity.
4. Evaluate appropriate varieties of vegetable crops.
5. Develop management plans for biotic and abiotic stresses affecting vegetable crops.
6. Determine appropriate timing and techniques for harvest and postharvest handling of vegetable crops.
7. Explain historical and contemporary uses of the roots, shoots, and leaves of native plants by Indigenous communities.
8. Discuss practices to adapt to and mitigate contribution to climate change specific to the field vegetables production.

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

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

**Details:**

Assignment 1: Vegetable exploration in a grocery store (6%)

Assignment 2: Field trip report (7%)

Assignment 3: Vegetables variety trial (7%)

Project: Conducting a research project on vegetable cultivation (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, group discussions, hands-on activities, field trip.

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

| Type               | Author or description | Title and publication/access details                                                                                                                                                                                                                                                                      | Year    |
|--------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Online resource |                       | BC Vegetables Production Guides<br>( <a href="https://www2.gov.bc.ca/gov/content/industry/agriservice-bc/production-guides/vegetables">https://www2.gov.bc.ca/gov/content/industry/agriservice-bc/production-guides/vegetables</a> )                                                                      | Current |
| 2. Online resource |                       | OMAFRA Vegetable Production Information - Commercial Vegetable Production ( <a href="http://omafra.gov.on.ca/english/crops/hort/vegetable.html">http://omafra.gov.on.ca/english/crops/hort/vegetable.html</a> )                                                                                           | Current |
| 3. Textbook        | Welbaum, Gregory E.   | Vegetable Production and Practices. CABI Pub., 476 pp.<br>( <a href="https://www.cabi.org/products-and-services/about-cabi-books/open-resources/vegetable-production-and-practices/">https://www.cabi.org/products-and-services/about-cabi-books/open-resources/vegetable-production-and-practices/</a> ) | Current |
| 4.                 |                       |                                                                                                                                                                                                                                                                                                           |         |
| 5.                 |                       |                                                                                                                                                                                                                                                                                                           |         |

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

Calculator, CSA (Canadian Safety Association) approved footwear, lab coat, transportation to field trips.

**Course Content and Topics**

1. Introduction, vegetable production statistics, and classification
2. Vegetable seeds, variety, and planting
3. Transplanting vegetables
4. Soil preparation techniques and conservation tillage for field vegetables production
5. Growing systems for field vegetables crops
6. Nutrient management of field vegetables in conventional, organic and sustainable systems
7. Biology, physiology, and production practices of common vegetable crops of the families Solanaceae, Amaryllidaceae, Cucurbitaceae, Brassicaceae; Fabaceae, Apiaceae, etc.
8. Identification of native vegetables and food plants used by Indigenous communities and their production practices.
9. Harvest, postharvest, storage, and food safety of vegetable crops
10. Crop planning for vegetable farm

**Memo for New Course**

To: FSCC, FC and UEC

From: Renee Prasad, Agriculture Department Head

Date: Nov 17, 2025

**Subject: Proposal for new course – AGRI 332 Poultry Science**

*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.*

A dedicated 300-level Poultry Science course is a strategic and fitting addition to the Bachelor of Agricultural Science (BAS), Horticulture major, as it directly responds to the scale and complexity of the poultry industry in the Fraser Valley, as well as to documented labour and skills shortages in agriculture. Currently, BAS students are taking 200- and 300-level courses to complete their degree (e.g. AGRI 331). Horticulture major students recognize that future career pathways may include greater overlap between livestock and horticulture. For example, regional agrologists need to understand both horticulture and livestock production; careers with the Canadian Food Inspection Agency can include both horticulture and livestock portfolios. For students wishing to apply to Western College of Veterinary Medicine or other veterinary and graduate schools after completing their BSc degree, this course will further their understanding of livestock animal practice.

The Agriculture Department's Livestock Production certificate and Agriculture Technology diploma already prepare students for multi-species careers, including work as poultry producers and livestock technicians. However, for the BAS and diploma programs, poultry is currently only covered within broad, lower-level livestock and mixed-species courses (AGRI 237 (Introduction to the Health of Farm Animals) and AGRI 256 (Management and Production of Poultry and Swine)), where it is necessarily introduced at an introductory level alongside other species. However, there is no advanced, stand-alone poultry course that allows students to delve deeper into the many aspects of poultry production and science, from breeder flock management and genetics, the science of hatchery management, production of poultry species for meat and eggs, to the science of processing meat and eggs. To accommodate the new course, changes will be made to the diploma to allow for a poultry concentration by increasing the elective course options.

By preparing our students for the workforce with a strong foundation in Poultry Science practices, we will provide them with an advantage in finding a career as well as pursuing further studies in poultry science. The poultry industry faces ongoing labour and skills challenges (CAHRC-CCRHA, 2022). Within the poultry and egg industry, foreign workers make up over 10 % of the workforce—a number that has more than tripled since 2017—and about 480 positions still went unfilled at peak season in 2022 despite relatively strong wages and stable year-round employment (CAHRC-CCRHA, 2024). The data identifies a need for regionally relevant, skills-focused training that prepares domestic graduates to move quickly into technical, supervisory, and management roles in poultry.

A 300-level Poultry Science course will explicitly address advanced topics within the One Health lens using scientific research-based teaching materials—species-specific (broiler, laying hen, turkey, etc.) housing and environmental control, genetics, hatchery and breeder flock management, production flock management and welfare, disease prevention, supply-management economics—in a way that an introductory 200-level mixed-species course cannot.

Overall, the size and regulatory complexity of the poultry sector in the Fraser Valley, the documented labour and skills shortages in agriculture, and the current curricular gap beyond introductory poultry content all support the creation of a stand-alone 300-level Poultry Production course. This course would strengthen existing BAS, horticulture major, Livestock and Agriculture Technology credentials, deepen UFV’s partnerships with regional poultry stakeholders, and provide students with a clear pathway into stable, in-demand poultry careers in the Fraser Valley and across BC.

- 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 Learning Outcomes (LOs) |                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                              | Evaluate the key biological and management factors that influence productivity and efficiency in hatcheries, broiler and layer operations, broiler breeder flocks, and turkey production      |
| 2                              | Assess environmental and housing variables that influence bird welfare, performance, and health.                                                                                              |
| 3                              | Design and implement a welfare audit that aligns with industry and National Farm Animal Care Council standards.                                                                               |
| 4                              | Apply course concepts to diagnose issues in nutrition, health, or management using real-world case studies from British Columbia and Canadian production systems.                             |
| 5                              | Recommend evidence-based strategies to optimize environmental control, disease management, and productivity integrating ethical and Indigenous perspectives to a broad range of stakeholders. |

| Institutional Learning Outcomes                  | Aligned Course LOs | Details                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply Knowledge and Competencies Proficiently | 1, 2, 4, 6         | Require students to apply discipline-specific scientific and production knowledge (e.g., poultry genetics, housing design, disease management) and management skills in realistic situations, fitting knowledge and information literacy competencies and applying them in a variety of situations |
| 2. Examine Critically and Holistically           | 1, 2, 3, 6         | Involve critical thinking, analysis of multiple interacting factors (physiological, economical, welfare, environment) and holistic understanding of complex systems (e.g., combining welfare, technology and management for the best economic outcome)                                             |
| 3. Communicate Effectively                       | 3, 4, 5, 6         | Require students to work on welfare audits, case studies and produce reasoned justifications and reports—tasks that involve oral, written, digital, or visual communication, and connect to intercultural, inclusive professional contexts.                                                        |
| 4. Lead Collaboratively                          | 3, 5, 6            | Welfare audits and case-studies typically involve collaborative work (teams, field tours, stakeholder engagement). Students must coordinate, trust, value diverse contributions and lead or participate in change processes.                                                                       |
| 5. Engage with Indigenous Knowledge Systems      | 2, 3, 4, 5, 6      | The welfare and sustainability focus invites engagement with broader ethical, cultural and stewardship issues—including Indigenous ways of knowing, on land, animal welfare, and food systems.                                                                                                     |
| 6. Contribute Locally and Globally               | 1-6                | All outcomes link the local poultry industry with global themes of animal welfare, sustainability, food systems and production efficiency (including differences and similarities). Students are positioned to make contributions regionally and globally.                                         |
| 7. Advocate for Equity, Diversity, and Inclusion | 3, 4, 5, 6         | Animal production systems inherently raise issues of equity (labour, animal welfare, community impacts), diversity (perspectives on intensive production, species, systems, international comparisons) and inclusion (industry roles, small vs large producers).                                   |
| 8. Engage in Reflection for Action               | 3, 5, 6            | Students will develop not just technical tasks but reflection on real-world problems, feedback, ethical implications, professional growth, and the development of actionable solutions.                                                                                                            |

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

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

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

We have consulted with the Biology and Agriculture Departments, and this course does not duplicate any other courses. This will build on introductory knowledge learned in AGRI 256.

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

Not applicable

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

Assignment Design:

- “Ethical Animal Stewardship Across Knowledge Systems” Reflection (Individual Assignment)
  - Students critically compare Western scientific frameworks for animal welfare (e.g., GAP Program, NFACC Codes) with Indigenous perspectives on animal relationships, stewardship, and reciprocity.
- Welfare Audit with an Indigenous lens (applied assignment)
  - When developing the welfare audit (a core assignment for this course), students incorporate:
    - Principles of respect, relational accountability, and reciprocity from Indigenous ways of knowing.
    - Considerations of how poultry production intersects with land stewardship and community well-being.
    - This moves beyond technical checklists by embedding cultural, ethical, and land-relationship considerations.

In-class Curriculum Indigenization:

- “Food Systems, Sovereignty, and Poultry Production” Module
  - Indigenous food sovereignty movements
  - Historical impacts of agriculture on Indigenous lands
  - Contemporary opportunities for partnership in local food production
- In-class Case Studies: Indigenous peoples’ approach to stewardship and animal care
  - Stó:lō perspectives on relational accountability to animals and territory
  - Indigenous sustainable harvesting and care practices
  - Case-based learning with learner-centred participation to build knowledge among peers
  - Community-based poultry or mixed-livestock projects in BC

Indigenized Pedagogical Approaches in Course Delivery:

- Circle-based discussion sessions
  - A few class meetings use circle pedagogy to create respectful dialogue that values all voices

- Include storytelling and value group process in discussions and connect to instructors and peers
- Embedding reciprocity and relationality in scientific decision-making
  - Instead of presenting poultry management solely through efficiency and production metrics, course discussions and reflection periods will include questions such as: “What is our responsibility to the land, the birds, and the broader community?” and “How do we balance economic, ecological, and ethical obligations?”

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

Design of inclusive assignments:

- Assignments will include multiple formats (written reports, multimedia presentations, team-based audits) so that students with different learning styles and backgrounds can engage and demonstrate learning in ways that suit them.
- Collaborative tasks (e.g., welfare audit teams) incorporate peer-assessment, structured role rotation (so no one student is always the “leader” or “writer”), and reflection on group dynamics to ensure voice and contribution from all team members.

Topic selection that recognizes diversity:

- Modules include examples of Indigenous food systems and small-scale, diverse poultry operations, enabling students to learn about diverse pathways in the poultry industry (beyond large commercial farms).
- Course content compares Canadian poultry systems with those in other countries, encouraging students to recognize different cultural, regulatory, and economic contexts—and thus to respect diversity in production systems.

Delivery & learning environment:

- Course materials deliberately use inclusive, non-gendered language (e.g., “they/them” pronouns, “producer” rather than gender-specific titles), and showcase diverse people in the industry (gender, age, ethnicity, newcomer business owners) to reflect and normalize diversity in the poultry sector.
- Lectures include captioned videos, printable slides, visual aids, and text-based information to support students with disabilities, those with different learning styles, or those who may miss a session.
- Early in the term a “community agreement” is co-developed with students about respectful discourse (listening, valuing different experiences, acknowledging power differences in production systems).
- Recognizing that students may come from varied backgrounds, the course offers multiple supports: optional drop-in office hours, resources to help with technical vocabulary, peer-mentoring of mixed-background teams, and assignment check-ins.

**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 is recommended that this course be offered in the Fall term to match the timing of housing poultry birds in the CEP-H Demonstration Barn for the hands-on learning component of AGRI 256 and reduce the number of animals needed over the academic year for teaching, in alignment with the 3Rs (Replacement, Reduction and Refinement) of Animal Use in Teaching. Housing birds in the fall when temperatures are higher allows for proper housing conditions to be met, as the CEP-H Demonstration Barn does not have the capability to heat the bird rooms to a high enough temperature with floor heating during winter months. Additionally, given the annual significant occurrence of Highly Pathogenic Avian Influenza (HPAI) in the Fraser Valley, timing the birds in the barn during the first half of the term helps reduce the risk of HPAI infection during the later migratory season.

Credit value: 3 credits

Class size: 36

Use of the CEP-H Demonstration Barn, 2-3 field trips to commercial farms and an egg processing plant.

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

No textbooks will be required.

**CWC comments and responses:**

- Reminder that any fees, including transportation/field trip expenses, must go through the Fees Committee and should be noted on the memos.

*Agriculture courses do not charge field trip fees.*

- Where does the technical report mentioned in the evaluation connect to the learning outcomes, and why does this specifically include two different audiences? Should outcome #5 be tweaked to include “diverse audiences”, or should a distinct outcome be added?

*LO 5 was changed to include “a broad range of stakeholders”. Both LO 4 (Apply course concepts to diagnose issues in nutrition, health, or management using real-world case studies and Indigenous perspectives from British Columbia and Canadian production systems) and LO 5 (Recommend evidence-based strategies to optimize environmental control, disease management, and/or productivity, integrating ethical and Indigenous perspectives to a broad range of stakeholders) connect to the technical report they will write based on these case-studies or an on-farm scenario students observe/a producer brings that the class will work on and then write a report on and/or present their solutions.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|-----------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> AGRI 332                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Poultry Science<br><b>Course Short Title:</b> Poultry Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Department/School:</b> Agriculture                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>A comprehensive exploration of modern poultry production, covering foundational and advanced topics such as genetics and breeding, housing design, environmental management, nutrition, flock health and welfare, and the processing of eggs and poultry meat. Links scientific concepts to production strategies, emphasizing the connection between management, welfare, performance, and economic impact.<br>Note: Field trips outside of class time will be required. Please check with the department for details. |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AGRI 256 or BIO 111.                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | None.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                     |                                                                        | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                    |                                                                        | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Experiential (field trip) | 5 | Experiential (work-integrated learning) | 10 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                        | <b>Date of meeting:</b> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                        | <b>Date of meeting:</b> March 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. Evaluate the key biological and management factors that influence productivity and efficiency in hatcheries, broiler and layer operations, broiler breeder flocks, and turkey production.
2. Assess environmental and housing variables that influence bird welfare, performance, and health.
3. Design a welfare audit that aligns with industry and National Farm Animal Care Council standards.
4. Apply course concepts to diagnose issues in nutrition, health, or management using real-world case studies and Indigenous perspectives from British Columbia and Canadian production systems.
5. Recommend evidence-based strategies to optimize environmental control, disease management, and/or productivity integrating ethical and Indigenous perspectives to a broad range of stakeholders.

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

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

**Details:**

Major assignments include a welfare audit and report, case-studies and/reflection insights, and writing a technical report tailored to diverse audiences and presented in various formats.

**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, field trips (during and outside scheduled class time), experiential hands-on learning, virtual tours.

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

| Type               | Author or description                             | Title and publication/access details                                                                                                                              | Year    |
|--------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Online resource | National Farm Animal Care Council                 | Canadian Codes of Practice for the for the Care and Handling of Hatching Eggs, Breeders, Chickens and Turkeys                                                     | Current |
| 2. Journal         | Poultry Science (open access)                     | <a href="https://www.sciencedirect.com/journal/poultry-science">https://www.sciencedirect.com/journal/poultry-science</a>                                         | n/a     |
| 3. Journal         | Journal of Applied Poultry Research (open access) | <a href="https://www.sciencedirect.com/journal/journal-of-applied-poultry-research">https://www.sciencedirect.com/journal/journal-of-applied-poultry-research</a> | n/a     |
| 4. Journal         | European Poultry Science (open access)            | <a href="https://www.sciencedirect.com/journal/european-poultry-science">https://www.sciencedirect.com/journal/european-poultry-science</a>                       | n/a     |
| 5. Online resource | Canadian Poultry Magazine                         | <a href="http://www.canadianpoultrymag.com/">http://www.canadianpoultrymag.com/</a>                                                                               | n/a     |

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

Lab coat/coveralls, transportation to field trips, notebook, calculator

**Course Content and Topics**

- Introduction and Overview of Poultry Production
- Terminology
- Hatchery Management
- Housing systems and equipment
- Environmental management (ventilation, lighting, etc.)
- Poultry Welfare
- Management and production of:
  - Primary breeders
  - Laying hens
  - Broiler breeders
  - Broilers
  - Turkey breeders
  - Turkeys
  - Backyard/hobby flocks
- Egg processing and methods of analyzing egg quality
- Poultry meat processing and meat quality

**Memo for New Course**

To: Faculty of Science

From: Renee Prasad, Agriculture Department Head

Date: Nov 17, 2025

**Subject: Proposal for new course – AGRI 333 Poultry Production: Applied Science and Practice**

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

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

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

This course is designed to complement the proposed AGRI 332 Poultry Science class. Poultry Production: Applied Science and Practice is designed to provide more experiential, hands-on learning that complements and extends the scientific and in-depth theory taught in the proposed AGRI 332 Poultry Science course. The topics covered will differ from those taught in AGRI 332 but will require that foundational knowledge. While current poultry content in the Livestock Agriculture program focuses on introductory concepts of nutrition, health, welfare, and production systems, students do not presently have the opportunity to apply this knowledge in real-world, commercial poultry environments. This new course closes that gap by offering structured, high-impact experiential learning in combination with theory specific to the types of activities someone working in the poultry industry would be required to do or have had the prior knowledge and experience of doing. This directly prepares students for employment in the Fraser Valley's large and rapidly growing poultry sector while providing them with evidence-based learning.

Where the theory-heavy course (AGRI 332) will develop students' understanding of environmental management, nutrition, genetics, welfare, and physiology at all stages of poultry production across multiple species, this proposed Poultry Production: Applied Science and Practice, provides the opportunity to expand on these concepts by further building on scientific skills (data collection, analyses, welfare scoring methods on birds, etc.), real-world application of theory, and advanced poultry handling experience. The types of topics covered in this proposed course differ from AGRI 332:

- Participating in daily chores on a commercial broiler farm, including chick placement, bird monitoring, and end-of-cycle shipping
- Performing environmental and ventilation assessments using real barn data (temperature, humidity, ammonia, air speed)
- Egg quality evaluations through candling, shell integrity scoring, and interior quality testing
- Incubating and candling eggs to understand embryonic development
- Performing poultry necropsies to identify lesions, assess health issues, and connect findings to flock performance
- Practicing low-stress bird handling, blood collection, basic diagnostics, and welfare observations

These activities reinforce theoretical learning by grounding it in authentic agricultural practice, improving retention, decision-making, and professional readiness.

Within UFV's program structure, this new course would fit as an advanced scientific and technical elective that builds off existing livestock offerings and supports several programs. This course aligns with the Bachelor of Agricultural Science (BAS) Horticulture major, as it provides students with knowledge of applied poultry production in the Fraser Valley. Currently, BAS students are taking 200- and 300-level courses to complete their degree (e.g. AGRI 331). Horticulture major students understand that future career pathways may include greater overlap between livestock and horticulture. For students wishing to apply to Western College of Veterinary Medicine or other veterinary and graduate schools after completing their BSc degree, this course will further their understanding of poultry science and provide them with the necessary handling and animal experience required. To accommodate the new course, changes will be made to the Agriculture Management diploma to allow for a poultry concentration by increasing the elective course options.

UFV positions its agriculture programs as hands-on, applied, and responsive to the labour needs of the Fraser Valley agri-food sector. A 300-level Poultry Production: Applied Science and Practice course directly aligns with this mandate by preparing job-ready graduates for a primary regional industry job that is both economically significant and facing ongoing labour and skills gaps. With the addition of two new faculty members in Agriculture with strong research backgrounds and specializations in poultry science, UFV is uniquely positioned to develop a strong foundation in poultry science for its students, which is not being offered in other institutions in BC.

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 Learning Outcome (LO) |                                                                                                                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                            | Perform core poultry husbandry tasks across a full broiler production cycle, including chick placement, daily flock monitoring, record-keeping, and in some cases, end-of-cycle shipping, while adhering to industry-standard biosecurity, on-farm food safety, and animal care protocols |
| 2                            | Conduct environmental assessments in commercial/research poultry barns to recommend evidence-based adjustments to prioritize sustainability and optimize bird health and performance.                                                                                                     |
| 3                            | Apply diagnostic and health assessment techniques, including bird handling, blood collection, welfare scoring, identifying the correct euthanasia method, and necropsy techniques, to identify flock health issues within commercial production settings.                                 |

|          |                                                                                                                                                                                                                                                          |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b> | Operate incubation equipment and evaluate embryo and egg quality in relation to breeder, environmental, and management factors.                                                                                                                          |
| <b>5</b> | Integrate practical observations, data collection, and/or scientific literature to identify the effects of management practices on birds' performance, health, welfare, the environment, or community using Indigenous traditional ecological knowledge. |

| <b>Institutional Learning Outcomes</b>           | <b>Aligned Course LOs</b> | <b>Details</b>                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply Knowledge and Competencies Proficiently | 1-5                       | Students use specialized poultry skills—husbandry, diagnostics, environmental measurement, handling, and data analysis—in real-world settings. These are discipline-specific competencies applied in authentic practice, directly supporting proficiency and workplace readiness.                   |
| 2. Examine Critically and Holistically           | 1-5                       | Students synthesize biological, welfare, environmental, and economic factors to understand how decisions influence poultry systems. Hands-on tasks require them to evaluate complex, interconnected components of production holistically.                                                          |
| 3. Communicate Effectively                       | 2, 4, 5                   | The course requires communicating technical scientific information clearly, through written analyses, structured report manuscript and presentation to a research/scientific audience.                                                                                                              |
| 4. Lead Collaboratively                          | 1, 3, 5                   | Coordinated teamwork, shared responsibilities, adherence to biosecurity, and collaborative problem-solving. Students learn leadership, cooperation, and mutual accountability in applied agricultural settings.                                                                                     |
| 5. Engage with Indigenous Knowledge Systems      | 1, 5                      | Hands-on activities provide opportunities to consider relational accountability and reciprocity, ethical stewardship of animals, and connections to land—principles that resonate with Indigenous ways of knowing. Students engage with Indigenous perspectives on food systems and responsibility. |
| 6. Contribute Locally and Globally               | 1-5                       | Students develop practical skills that contribute to sustainable agricultural systems and food production, preparing them to participate in local and global poultry industries.                                                                                                                    |

|                                                  |            |                                                                                                                                                                                                                                                            |
|--------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Advocate for Equity, Diversity, and Inclusion | 1, 2, 3, 5 | Require awareness of diverse backgrounds of those working in the sector, inclusive communication, and ethical decision-making. Data interpretation also includes considering impacts on recognition of personal bias and promoting inclusive perspectives. |
| 8. Engage in Reflection for Action               | 1, 3, 5    | Students link practical experience with reflective analysis, considering what worked, what didn't, and how to improve flock management. This ongoing reflection develops responsible, future-oriented agrologists.                                         |

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

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

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

We have consulted with the Biology and Agriculture Departments, and this course does not duplicate any other courses. This will build on in-depth knowledge learned in AGRI 332.

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

Not applicable

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

Assignment Design:

- Students critically compare Western scientific frameworks for animal care (e.g., GAP Program, NFACC Codes) with Indigenous perspectives on animal relationships, stewardship, and reciprocity.
- Sustainability assessment with an Indigenous lens (applied assignment)
  - o Principles of respect, relational accountability, and reciprocity from Indigenous ways of knowing.
  - o How poultry operations interact with S'ólh Téméxw (Stó:lō territory),
  - o Considerations of land stewardship, water use, and air quality
  - o How management decisions intersect with community well-being

**In-class Curriculum Indigenization:**

- Elder guest speaker to provide the Stó:lō perspectives on relational accountability to animals
- During animal handling, theory and experiential learning will incorporate Indigenous ethical frameworks for working with animals. The concept of taking only what is needed and respecting animals as sentient beings will be emphasized
- Case-based learning with learner-centred participation to build knowledge among peers
- Community-based poultry or mixed-livestock projects in BC

**Indigenized Pedagogical Approaches in Course Delivery:**

- Circle-based discussion sessions
  - A few class meetings use circle pedagogy to create respectful dialogue that values all voices
  - Include storytelling and value group process in discussions and connect to instructors and peers
- Etuaptmumk—the Mi'kmaq concept of “Two-Eyed Seeing”—incorporated as a way to look at poultry production challenges through the strengths of Western science, and the strengths of Indigenous ways of knowing.

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

- Assignments will include multiple formats (written reports, multimedia presentations, team-based audits) so that students with different learning styles and backgrounds can engage and demonstrate learning in ways that suit them.
- Collaborative tasks incorporate peer-assessment, structured role rotation, and reflection on group dynamics to ensure voice and contribution from all team members.

**Topic selection that recognizes diversity:**

- The course includes discussion on how poultry production intersects with migrant labour programs, newcomer and immigrant communities in the Fraser Valley, power dynamics in farm work, and equity issues related to access, safety, and working conditions.
- Course content compares Canadian poultry systems with those in other countries, encouraging students to recognize different cultural, regulatory, and economic contexts—and thus to respect diversity in production systems.

**Delivery & learning environment:**

- Course materials deliberately use inclusive, non-gendered language and showcase diverse people in the industry (gender, age, ethnicity, and newcomer business owners) to reflect and normalize diversity in the poultry sector.

- Lectures include captioned videos, printable slides, visual aids, and text-based information to support students with disabilities, those with different learning styles, or those who may miss a session.
- Early in the term a “community agreement” is co-developed with students about respectful discourse (listening, valuing different experiences, acknowledging power differences in production systems).
- Recognizing that students may come from varied backgrounds, the course offers multiple supports: optional drop-in office hours, resources to help with technical vocabulary, peer-mentoring of mixed-background teams, and assignment check-ins.

**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 is recommended that this course be offered in the Fall term at the same time as AGRI 332, allowing students taking AGRI 332 to further develop their skills and knowledge in more applied settings. It also reduces the number of animals required for teaching (3Rs Principle), as recommended by the Animal Care Committee, since the same birds could be housed in the CEP-H Demonstration barn and used for the hands-on learning components of AGRI 256 (typically offered in the Fall term) and AGRI 332. Housing birds in the fall when temperatures are higher allows for proper housing conditions to be met, as the CEP-H Demonstration Barn does not have the capability to heat the bird rooms to a high enough temperature with floor heating during winter months. Additionally, given the annual significant occurrence of Highly Pathogenic Avian Influenza (HPAI) in the Fraser Valley, timing the birds in the barn during the first half of the term helps reduce the risk of HPAI infection during the later migratory season.

AGRI 332 will be a required prerequisite if taken in different terms and a required co-requisite if taken in the same term. Those taking AGRI 332 are not required to take the proposed AGRI 333 course but allows for further poultry science specialization and more extensive hands-on animal experience.

Credit value: 3 credits

Class size: 32 (to accommodate the number of seats available in CEP-A 2105 lab)

Use of the CEP-H Demonstration Barn, multiple field trips to a commercial farm, and use of a laboratory space (CEP-A 2105) for necropsies with dissection tools. Salt baths and egg quality assessment tools. Air quality measuring tools.

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

No textbooks will be required.



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|-----------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 333                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Poultry Production: Applied Science and Practice<br><b>Course Short Title:</b> Poultry Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Integrates scientific principles with practical skills used across a full broiler or layer production cycle. Students may engage in commercial-scale husbandry practices and learn the theory and methodology of incubation, bird handling, euthanasia techniques, environmental monitoring, and sustainable egg and meat production. Emphasis is placed on interpreting data, understanding regulatory frameworks, and applying practical knowledge to scientific methodology and writing skills.<br>Note: Field trips outside of class time will be required. Please check with the department for details. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | AGRI 332.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                           |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>22</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>18</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 22 | Experiential (field trip) | 5 | Experiential (work-integrated learning) | 18 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 22        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 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. Perform core poultry husbandry tasks across a full broiler production cycle while adhering to industry-standard biosecurity, on-farm food safety, and animal care protocols.
2. Conduct environmental assessments in commercial/research poultry barns to recommend evidence-based adjustments to prioritize sustainability and optimize bird health and performance.
3. Apply diagnostic and health assessment techniques, including bird handling, blood collection, welfare scoring, identifying the correct euthanasia method, and necropsy techniques, to identify flock health issues within commercial production settings.
4. Operate incubation equipment to evaluate embryo and egg quality in relation to breeder, environmental, and management factors.
5. Integrate practical observations, data collection, and/or scientific literature to identify the effects of management practices on birds' performance, health, welfare, the environment, or community using Indigenous traditional ecological knowledge.

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

|                        |     |                   |     |   |
|------------------------|-----|-------------------|-----|---|
| Assignments:           | 40% | Field evaluation: | 10% | % |
| Quizzes/tests/midterm: | 15% | Final exam:       | 35% | % |

**Details:**

Major assignments include "mini-manuscript" or a literature review evaluating a management practice, case-studies and/reflection insights, and presenting findings from the "mini-manuscript" or literature review.

**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, field trips (during and outside of regular scheduled class time), experiential hands-on learning, virtual tours.

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

| Type               | Author or description                             | Title and publication/access details                                                                                                                              | Year    |
|--------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Online resource | National Farm Animal Care Council                 | Canadian Codes of Practice for the Care and Handling of Hatching Eggs, Breeders, Chickens and Turkeys                                                             | Current |
| 2. Journal         | Poultry Science (open access)                     | <a href="https://www.sciencedirect.com/journal/poultry-science">https://www.sciencedirect.com/journal/poultry-science</a>                                         | n/a     |
| 3. Journal         | Journal of Applied Poultry Research (open access) | <a href="https://www.sciencedirect.com/journal/journal-of-applied-poultry-research">https://www.sciencedirect.com/journal/journal-of-applied-poultry-research</a> | n/a     |
| 4. Journal         | European Poultry Science (open access)            | <a href="https://www.sciencedirect.com/journal/european-poultry-science">https://www.sciencedirect.com/journal/european-poultry-science</a>                       | n/a     |
| 5. Online resource | Canadian Poultry Magazine                         | <a href="http://www.canadianpoultmag.com/">http://www.canadianpoultmag.com/</a>                                                                                   | n/a     |

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

Lab coat/coveralls, barn specific footwear (boots, crocs, or other easily cleaned footwear), transportation to field trips, notebook, calculator, laptop with access to Microsoft Excel.

**Course Content and Topics**

- Biosecurity protocols and regulatory bodies
- Managing bird health and economics from chick placement to market
- Relating science to practice – photoperiod, light wavelength, stocking density, environmental enrichment, litter quality, feed/nutrition, disease management practices
- Daily husbandry and flock management practices from a Canadian and international perspective
- Poultry handling and euthanasia techniques
- Commercial farm air quality assessment, barn ventilation and air flow assessment, sustainable production practices
- Advances in environmental and animal monitoring technology and data interpretation
- Poultry anatomy and physiology
- Poultry necropsy and diagnostic techniques
- Blood sampling and basic diagnostics
- Incubation principles and embryo development
- Egg candling and fertility assessment
- Table egg quality assessment and testing

**Memo for New Course**

To: FSCC, FC and UEC

From: Renee Prasad

Date: Nov 19, 2025

**Subject: Proposal for new course Agri 373 One Health and Agriculture**

*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):

*This course will fit into the current BAS: Horticulture program and should be broadly appealing as an elective for students in BES, BES-NS and BSc. Horticulture major students recognize that future career pathways may include greater overlap between livestock and horticulture. For example, regional agrologists need to understand both horticulture and livestock production; careers with the Canadian Food Inspection Agency can include both horticulture and livestock portfolios. One Health is a broad paradigm that would be applicable to a number of career paths BAS: Horticulture students pursue*

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

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

| Course LO                                                                                                                                                   | ILO Alignment |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Compare the One Health paradigm to alternate approaches to addressing complex societal challenges related to public health, food supply and environment. | 2, 5, 7       |
| 2. Explain One Health's history and (potential) application in both local, national and international context; including impacts on Indigenous communities. | 1, 5          |
| 3. Explain the role of agriculture as part of the overall One Health paradigm                                                                               | 1,2           |
| 4. Analyze historical and contemporary zoonotic disease case studies                                                                                        | 1,2           |
| 5. Design mitigation strategies for reducing public health and environmental health risk from agricultural activities                                       | 2,6           |
| 6. Compare the holistic approach to health proposed by One Health with traditional and contemporary Indigenous world views on health.                       | 5, 7          |
| 7. Communicate with a broad range of stakeholders key principles and practices associated with One Health                                                   | 3, 4          |

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

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

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

*We have consulted with the program head for Environmental Studies, who has indicated that this course could be an acceptable elective for the Society, Culture and Economy OR Professional and Research Skills thematic lists.*

5. If a new discipline designation is required, explain why: *Not Applicable.*
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 \(UNDRIP\)](#).

*One Health is a holistic approach to addressing complex or so called “wicked problems” facing the world. The course therefore would inherently begin by understanding how holistic assessment of issues contrasts with a reductionist approach. Indigenous ways of knowing are integral to understanding holism. Additionally, each of the topics or case studies discussed each week will require to students to examine issues from different perspectives. As knowledge grows each week, we will return to earlier topics. The final project is a communications project that requires to students to build relationship with a stakeholder groups. These iterative and relational elements of course delivery and assignment design are consistent with Indigenous ways of knowing and First Peoples Principles of Learning (<https://www.fnesc.ca/first-peoples-principles-of-learning/>)*

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

*For the final project students will have a range of topics to choose from to best reflect their interests and will have different communication methods (poster, podcast, microlecture) to choose from – again to best reflect their strengths as public speakers. Contemporary and historical case studies will include those from both the global south and Indigenous communities globally.*

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 will be worth 3 credits, like all AGRI courses, with integration of theory and practice in a single weekly meeting. Class size will be 36 and the course will be offered on a rotating basis – every even number fall, to ensure we have robust enrolment. A similar model is followed for 300-level AGRI horticulture courses (e.g. Agri 321 and 323 are offered on alternating falls and have strong enrolments). Field trips will be required (UBC Dairy, Canadian Poultry Consultants) and will be scheduled during class time. All potential field trip sites are within 30-minutes of either the UFV Abbotsford or Chilliwack campus.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *There would be no textbook or material costs for students for this course. Approximately \$200 in lab fees would be required for soil and water analysis (NB: some assessment could be done on campus, but some screening would require a commercial lab for timely analyses).*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 373                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> One Health and Agriculture<br><b>Course Short Title:</b> One Health & Agriculture                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Exploration of One Health with a specific focus on the agriculture component. Case studies examining zoonotic diseases and mitigation of environmental contamination will be examined. Technical skills in environmental monitoring, animal health monitoring, and communication will be practiced.<br>Note: Field trips outside of class time may be required.     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | One of AGRI 237, BIO 111, or 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>36</td> </tr> <tr> <td>Experiential (field trip)</td> <td>9</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 36 | Experiential (field trip) | 9 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 36        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                           | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 2, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 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. Compare the One Health paradigm to alternate approaches to addressing complex societal challenges related to public health, food supply and environment.
2. Explain One Health's history and (potential) application in both local, national and international context; including impacts on Indigenous communities.
3. Explain the role of agriculture as part of the overall One Health paradigm.
4. Analyze historical and contemporary zoonotic disease case studies.
5. Design mitigation strategies for reducing public health and environmental health risk from agricultural activities.
6. Describe the holistic approach proposed by One Health with an emphasis on traditional and contemporary Indigenous world views on the interconnectedness of people, animals and environment.
7. Communicate with a broad range of stakeholders key principles and practices associated with One Health.

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

|                        |     |              |     |  |   |
|------------------------|-----|--------------|-----|--|---|
| Project:               | 25% | Assignments: | 25% |  | % |
| Quizzes/tests/midterm: | 50% |              | %   |  | % |

**Details:**

Bi-weekly Quizzes – 50% (5 x 10% each)

Project: A semester-based group project involving a review of literature, collection of data, and presentation

Assignments: 5 assignments (each worth 5%) based on select course readings and classroom activities

**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, guest lectures, field trips

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

| Type               | Author or description                             | Title and publication/access details                                                                                                                                                          | Year    |
|--------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. OER             | Meththika Vithanage, Majeti Narasimha Vara Prasad | One Health: Human, Animal, and Environment Triad                                                                                                                                              | Current |
| 2. Online resource |                                                   | One Health<br><a href="https://ipac-canada.org/resource-centre/infectious-disease-resources/one-health/">https://ipac-canada.org/resource-centre/infectious-disease-resources/one-health/</a> |         |
| 3.                 |                                                   |                                                                                                                                                                                               |         |

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

Week 1: Introduction to One Health

Week 2: Agriculture and Its Role in One Health

Week 3: Zoonotic Diseases and Agriculture

Week 4: Zoonotic Diseases and Agriculture (Barn Activity)

Week 5: Agricultural Work Force and Public Health

Week 6: Antimicrobial Resistance – Agriculture & Public Health

Week 7: Soil Health, Water Resources and Agriculture (Field Trip)

Week 8: Food Safety and Public Health (Guest Speaker – BC Centre for Disease Control)

Week 9: Climate Change, Agriculture, and Health

Week 10: Socioeconomic Dimensions including Public Policy (Guest Speaker – BC Ministry of Health)

Week 11: Future Directions

Week 12: One Health Community Fair – Student Projects

**Memo for Program Changes**

To: UEC

From: Renee Prasad (Agriculture Department Head)

Date: 24 October 2025

**Subject: Program change Bachelor of Agricultural Science**

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:

Specific changes include:

- Reducing in number of credits required for program completion (from 125 to 120)
- Reduction of courses from program that were previously difficult to complete, due to pre-requisite barriers.
- Substitution in lower-level Science courses required (removal of GEOG/BIOL 219 as requirement, and addition of one of GEOG 103 or GEOG 116).
- Addition of AGRI 292 to replace two current required courses (AGRI 183 and 192)
- Removal of requirement for two courses/ eight credits in “Agriculture and Society”, to be replaced with a requirement for a 3-4 credit course with a strong Indigenous focus and content.

2. Rationale for change(s):

The BAS, Horticulture Major is now 6+ years old and several problems with the degree have been highlighted by graduates. The proposed changes fall well below 30% change threshold for the current program. The proposed changes address the following problems.

- a. Ensure that students can move through the program more easily to avoid pre-requisite bottlenecks.
- b. We are also reducing the number of courses that do not meet the criteria for the BC Institute of Agrologists. The original BAS degree was developed prior to an agrology designation becoming a mandatory requirement for employment.

- c. Ensure that students who are unable to complete the BAS degree are able to exit with all of the requirements sufficient for the Agriculture Technology diploma. Currently, a BAS student who cannot complete their degree runs the risk – depending on their course selections – of not being able to graduate with any credential higher than a certificate. Certificates would not be sufficient for meeting the education requirements of BCIA. Diplomas meet the requirements for Technical Agrologist status.

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

There are no changes to the Program Learning Outcomes.

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

The previous requirement for students to complete eight credits in “Agriculture and Society” is being replaced with a more explicit requirement for at least one course with strong Indigenous focus and content. The Indigenization components of the curriculum remain strong and supported throughout other courses that are both required or electives in the program, including many in Agriculture (e.g., AGRI 323, AGRI 371).

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

No additional resources are required. All courses in the program, with the exception of AGRI 292, run on a regular rotation already. AGRI 292 is being added into this rotation and will replace another course that is being removed.

- 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 hope that the changes will increase program retention by increasing flexibility and reducing the barriers to a timely completion. Currently, some students are leaving the program to graduate with either an Agriculture Technology Diploma or Bachelor of Integrated Studies.

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

Yes. Combined, the required number of credits for the program is reduced from 125 to 120. This case come from a reduction in the number of both core and elective credits.

Core Credits: The number of courses and credits required to meet the Horticulture Technology portion of the major has been reduced.

We will now require students to take at least one special topics course in agriculture (AGRI 495, 496 or 497). One special topics course will be offered every academic year based on instructor work loads. A schedule of special topics will be posted on the Agriculture department website covering the next 3 academic years.

A newly revised course, AGRI 292, is being added. This course replaces two others (AGRI 183 and 192). Notably, this change creates more ‘room’ in the program for a student to meet the requirement for 45 upper-level credits within the 120 credit umbrella.

Program-Specific Elective Credits: The options to meet the first-year business requirement has been limited to now explicitly require AGRI 142. Students cannot take ECON 100, ECON 101, or BUS 100 in lieu of this. As noted in #4, the requirement for two courses (8 credits) in Agriculture and Society has been reduced to one course (3-4 credits) with a strong Indigenous focus and content.

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.).

These changes should reduce the demand for resources related to course funding, as the program will require five fewer credits in total. The removal of the requirement for two courses in “Agriculture and Society” reduces the uncertainty created among students who had difficulty meeting course prerequisites, and in turn made anticipating enrollment in listed courses difficult. The shorter list of options related to Indigenous-focused coursework requires fewer credits (and resources) overall, and it utilizes multiple courses (GEOG 256, BIOL 418, BIOL/ IPK 477) in the Faculty of Science for which the need for seat reserves can be easily identified.

The addition of AGRI 292 comes only with the concurrent removal of AGRI 183 *and* AGRI 192 from the program, thereby reducing the overall demand on resources.

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

The number of required courses from Biology is being reduced from 4 to 3. The section called Agriculture and Society is being removed entirely, to be replaced with a requirement for an Indigenous-focused course. Since the BAS program is still relatively small, we do not anticipate any negative impacts to the enrolments in the courses outside of Agriculture. Some of the changes we are making (deletion of courses) are to address the infrequent offerings in some program areas.

The removal of the Agriculture and Society requirement allows students to additional elective room that will allow them to choose their breadth. For the Indigenous-focused course requirement (which ‘puts back’ 3-4 of those credits), students have options in multiple faculties. However, BAS students tend to gravitate toward course options and electives within Agriculture-adjacent fields like Biology and Geography, so we anticipate that the demand to meet this requirement will likely do so as well. BIOL 418 and 477 are electives in the Biology program, so seat reserves are feasible. GEOG 256 is a relatively new course which still has some room to absorb new enrollment from Agriculture. The IPK courses and HIST 103 will likely be used Agriculture students who are both interested in completing the requirement through IPK and keeping most of their courses in Chilliwack.

10. Provide a memo from the program’s dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

See attached memo: Memo BAS Budget Impact – Deans Office



## MEMO

**To:** UEC  
**From:** Ian Affleck, Associate Dean of Science  
**CC:**  
**Date:** 2026-03-23  
**Re:** Budgetary implications of BAS proposed changes

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The proposed changes to the Bachelor of Agricultural Science (Horticulture Major) serve to (a) align the degree more closely with Professional Agrologist and Technical Agrologist certification requirements, (b) remove unnecessary barriers for students, and (c) identify the requirements that will serve as core to BAS as other majors may be developed in the future

As noted in the Memo for Program Changes, no new resources are required to support the proposed changes. Course offerings in Agriculture and other Faculty of Science departments can be adjusted to support the proposed changes without significant budgetary impact.

## Bachelor of Agricultural Science degree, Horticulture major

The Bachelor of Agricultural Science (BAS), Horticulture major emphasizes the academic study of the natural sciences in combination with an applied agriculture curriculum. The program will provide students with an understanding of science and the practical nature of large scale horticulture production. Breadth of knowledge will be enhanced by communication, business, and general elective courses related to agriculture in society, in addition to science and agriculture courses.

The BAS requires [425-120](#) credits. To receive a Bachelor of Agricultural Science degree, students must complete an industry-based practicum (AGRI [492292](#)) and an applied research project (via a Capstone [Directed Studies](#) course) which provides graduates with practical experience with which to enter the workforce and face the challenges associated with the horticulture industry.

### Entrance requirements

Students may enter directly from secondary school, from another post-secondary program, or transition into the program from an Agriculture Technology certificate or diploma.

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

1. B.C. secondary school graduation or equivalent including:-
  - English Studies 12 or English First Peoples 12 with a C+ or better
  - Anatomy and Physiology 12 with a C+ or better (see Note)
  - Chemistry 11 with a C or better
  - One of Foundations of Mathematics 11, Pre-calculus 11, Calculus 12, or Statistics 12 with a C or better

Note: Life Sciences 11 with a C+ or better is an acceptable equivalent when combined with Chemistry 12 with a C or better.

~~2. Prerequisites for **CHEM 110**.~~

~~3. Prerequisites for **BIO 111**.~~

~~4. Prerequisites for **STAT 104**.~~

- ~~5-2.~~ Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

#### Option 2: Students transitioning from a UFV agriculture certificate or diploma

Students transitioning from one of UFV's agriculture certificates or the Agriculture Technology diploma must satisfy the **Agriculture Technology diploma's entrance requirements**, as well as meeting the prerequisites for **BIO 111**, **CHEM 110**, and **STAT 104**.

#### Option 3: University entrance (for students who have attended some post-secondary school)

- ~~1. Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a minimum GPA of 2.00 on all credits attempted.~~
- ~~2. Prerequisites for **CHEM 110**.~~
- ~~3. Prerequisites for **BIO 111**.~~
- ~~4. Prerequisites for **STAT 104**.~~
- ~~5. Prerequisites for **CMNS 125**.~~

Applicants with fewer than 15 transferable credits will be assessed based on their high school record if they have a cumulative GPA of 2.00 or better on all attempted post-secondary courses. Applicants with 15 credits or more of transferable credits will be considered if they have a cumulative GPA of 2.00 or better on all attempted courses. Students that do not have the prerequisites for required UFV courses will need to take them as part of their program.

Students who do not meet these requirements might consider **Qualifying Studies** and a meeting with an Academic Advisor to plan for the degree.

...

### Program duration

With appropriate planning, the Bachelor of Agricultural Science requirements (~~125-120~~ credits) can be completed in four years of full-time study. Because upper-level courses are offered on a limited basis, students should seek the help of an Academic Advisor to plan their courses in advance, in order to complete their degree in a timely manner. The choice of which courses are to be offered each year will be made with reference to the needs of students who have been admitted in the program or have formally declared their intention to complete the degree.

### Location

The degree can be largely completed on the UFV Canada Education Park campus in Chilliwack, ~~although some~~ Biology and Geography courses, especially at the upper level, ~~may be~~ are primarily offered at the Abbotsford campus only. Practicum may be on off-campus sites.

### Program outline

To receive a Bachelor of Agricultural Science, students must complete 120 credits, including general requirements (Statistics, and Communication; lower and upper-level Sciences; and Indigenous Communities and Knowledges) and the Horticulture major requirements.

At least 45 credits in the degree must be at the upper-level (300 and 400-level).

### BAS general requirements

Business, statistics, and communication: 13 credits

| Course             | Title                           | Credits      |
|--------------------|---------------------------------|--------------|
| <del>One of:</del> |                                 | <del>3</del> |
| <u>BUS 100</u>     | <u>Introduction to Business</u> | -            |
| AGRI 142           | Agribusiness Principles         | <u>3</u>     |

|                          |                                              |   |
|--------------------------|----------------------------------------------|---|
| <a href="#">ECON 100</a> | <a href="#">Principles of Microeconomics</a> | - |
| <a href="#">ECON 101</a> | <a href="#">Principles of Macroeconomics</a> | - |
| <b>Plus:</b>             |                                              |   |
| STAT 104                 | Introductory Statistics                      | 4 |
| <b>or</b> STAT 106       | Statistics I                                 |   |
| CMNS 125                 | Introduction to Professional Communication   | 3 |
| <b>or</b> ENGL 105       | Academic Writing                             |   |
| <b>One of:</b>           |                                              | 3 |
| CMNS 251                 | Professional Report Writing                  |   |
| GEOG 257/ CMNS 257       | Environment: Science and Communications      |   |
| CMNS 325                 | Writing for the Sciences and Technologies    |   |

Lower-level science: 21–22 credits

| Course                                      | Title                                    | Credits            |
|---------------------------------------------|------------------------------------------|--------------------|
| CHEM 113                                    | Principles of Chemistry I                | 4–5                |
| <b>or</b> CHEM 110                          | Introductory Chemistry                   |                    |
| <a href="#">GEOG 103</a>                    | <a href="#">The Physical Environment</a> | <a href="#">4</a>  |
| <b>or</b> <a href="#">GEOG 116</a>          | <a href="#">Earth Rocks</a>              |                    |
| BIO 111                                     | Introductory Biology I                   | 5                  |
| <b>Two of:</b>                              |                                          | <a href="#">83</a> |
| BIO 201                                     | Cell Biochemistry/Metabolism             | 4                  |
| BIO 210                                     | Introduction to Ecology                  | 4                  |
| <b>or</b> <a href="#">BIO 219/ GEOG 219</a> | <a href="#">GeneticsBiogeography</a>     |                    |
| BIO 220                                     | Genetics                                 | 4                  |

~~Note: Students wishing to take GEOG 353 as an Agrology elective will need GEOG 253.~~

[Agriculture in society: 8 credits](#)

| Course                            | Title                                                                                     | Credits |
|-----------------------------------|-------------------------------------------------------------------------------------------|---------|
| <b>Eight credits from:</b>        |                                                                                           | 8       |
| <a href="#">GEOG 311</a>          | <a href="#">Global Resources and the Environment</a>                                      | -       |
| <a href="#">GEOG 312</a>          | <a href="#">Nature, Power, and Place</a>                                                  | -       |
| <a href="#">GEOG 313/ SOC 313</a> | <a href="#">Agriculture and Rural Life</a>                                                | -       |
| <a href="#">GEOG 314</a>          | <a href="#">Geography of Food</a>                                                         | -       |
| <a href="#">GEOG 340/ GDS 340</a> | <a href="#">Geographies of Development: Landscapes of Inequality</a>                      | -       |
| <a href="#">GEOG 360</a>          | <a href="#">Introduction to Regional and Community Planning and Policy</a>                | -       |
| <a href="#">GEOG 364</a>          | <a href="#">International Planning and Development Policy: Adapting to Climate Change</a> | -       |

|                   |                                                                    |   |
|-------------------|--------------------------------------------------------------------|---|
| SOC 260/ ANTH 260 | Food for Thought: Food, Culture, and Society                       | - |
| SOC 360/ ANTH 360 | Eating and Thinking: Food, Identity, and Power in Global Societies | - |
| PHIL 318          | Environmental Ethics                                               | - |
| BIO 477/IPK 477   | Traditional Ecological Knowledges                                  | - |

### Indigenous Communities and Knowledges: 3-4 credits

| <u>Course</u>    | <u>Title</u>                                                  | <u>Credits</u> |
|------------------|---------------------------------------------------------------|----------------|
| <b>One of:</b>   |                                                               | <u>3-4</u>     |
| BIO 418          | Ethnobotany                                                   | -              |
| GEOG 256         | Knowledge and Ethics in Geographic and Environmental Research | -              |
| HALQ 101         | Halq'eméylem Language I                                       | -              |
| HIST 103         | Stó:lō History                                                | -              |
| IPK 102          | Introduction to Indigenous Peoples Knowledge                  | -              |
| IPK 105          | Introduction to Stó:lō Peoples and Communities                | -              |
| IPK 206          | Stó:lō and Salish Communications and Worldview                | -              |
| IPK 477/ BIO 477 | Traditional Ecological Knowledge                              | -              |

## Horticulture major requirements

Horticulture technology: ~~33~~3624 credits

| <b>Course</b>          | <b>Title</b>                                                      | <b>Credits</b> |
|------------------------|-------------------------------------------------------------------|----------------|
| AGRI 123               | Horticulture Skills I                                             | 3              |
| AGRI 124               | Introduction to Horticulture                                      | 3              |
| AGRI 129               | Horticulture Skills II                                            | 3              |
| <del>AGRI 163</del>    | <del>Pest Biology and Identification</del>                        | <del>3</del>   |
| <del>AGRI 183</del>    | <del>On Farm Occupational Health and Safety</del>                 | <del>3</del>   |
| <del>AGRI 192</del>    | <del>Practicum I</del>                                            | <del>3-6</del> |
| <del>or COOP 110</del> | <del>Co-op Work Term I</del>                                      | <del>=</del>   |
| <del>AGRI 203</del>    | <del>Fundamentals of Integrated Pest Management</del>             | <del>3</del>   |
| <del>AGRI 204</del>    | <del>Introduction to Soils and Soil Fertility</del>               | <del>3</del>   |
| <del>AGRI 212</del>    | <del>Principles of On Farm Food Protection</del>                  | <del>3</del>   |
| AGRI 220               | Plants in the Landscape                                           | 3              |
| <b>AGRI 272</b>        | <b>Agriculture Seminar Series</b>                                 | <b>3</b>       |
| <u>AGRI 321</u>        | <u>Vegetable Crop Production: Science &amp; Practice</u>          | <u>3</u>       |
| <u>AGRI 323</u>        | <u>Fruit Crop Production: Science &amp; Practice</u>              | <u>3</u>       |
| <u>AGRI 324</u>        | <u>Protected Crop Production: Science and Practice</u>            | <u>3</u>       |
| <u>AGRI 327</u>        | <u>Nursery Production and Propagation: Science &amp; Practice</u> | <u>3</u>       |

Agrology Core: Agriculture: ~~39~~24 credits

| Course                      | Title                                                                 | Credits      |
|-----------------------------|-----------------------------------------------------------------------|--------------|
| <a href="#">AGRI 163</a>    | <a href="#">Pest Biology and Identification</a>                       | <u>3</u>     |
| <a href="#">AGRI 203</a>    | <a href="#">Fundamentals of Integrated Pest Management</a>            | <u>3</u>     |
| <a href="#">AGRI 204</a>    | <a href="#">Introduction to Soils and Soil Fertility</a>              | <u>3</u>     |
| <a href="#">AGRI 212</a>    | <a href="#">Principles of On-Farm Food Protection</a>                 | <u>3</u>     |
| <a href="#">AGRI 247</a>    | <a href="#">Enterprise I</a>                                          | <u>3</u>     |
| <a href="#">AGRI 248</a>    | <a href="#">Enterprise II</a>                                         | <u>3</u>     |
| <a href="#">AGRI 272</a>    | <a href="#">Agriculture Seminar Series</a>                            | <u>3</u>     |
| <a href="#">AGRI 292</a>    | <a href="#">Leadership and Professional Experience in Agrology</a>    | <u>3</u>     |
| AGRI 183                    | On-Farm Occupational Health and Safety                                | 4            |
| <a href="#">AGRI 192</a>    | <a href="#">Practicum I</a>                                           | <u>3</u>     |
| AGRI 306                    | Field Techniques in Integrated Pest Management (see Note)             | 3            |
| AGRI 311                    | Sustainable Soil Management                                           | 3            |
| <del>AGRI 321</del>         | <del>Vegetable Crop Production: Science &amp; Practice</del>          | <del>3</del> |
| <del>AGRI 323</del>         | <del>Fruit Crop Production: Science &amp; Practice</del>              | <del>3</del> |
| <del>AGRI 324</del>         | <del>Protected Crop Production: Science and Practice</del>            | <del>3</del> |
| <del>AGRI 327</del>         | <del>Nursery Production and Propagation: Science &amp; Practice</del> | <del>3</del> |
| AGRI 371                    | Agroecology                                                           | 3            |
| <a href="#">AGRI 495</a>    | <a href="#">Special Topics in Horticulture</a>                        | <u>3</u>     |
| <a href="#">Or AGRI 497</a> | <a href="#">Special Topics in Agrology</a>                            |              |

~~Note: Students who have taken AGRI 206 will be considered to have satisfied the AGRI 306 requirement. Students with AGRI 206 cannot take AGRI 306 for further credit and must ensure they satisfy the minimum of 45 upper-level credits required for the BAS degree through their selection of elective courses.~~

Agrology: Elective courses: ~~14~~20~~12-15~~6 credits

| Course                   | Title                                        | Credits                          |
|--------------------------|----------------------------------------------|----------------------------------|
| <b>Four or five of:</b>  |                                              | <del>14-20</del><br><u>12-16</u> |
| AGRI 328                 | Forage Crop Production: Science and Practice |                                  |
| AGRI 331                 | Dairy Herd Management: Science and Practice  |                                  |
| <a href="#">AGRI 490</a> | <a href="#">Directed Studies II</a>          |                                  |
| BIO 307                  | Anatomy and Diversity of Plants              |                                  |
| BIO 308                  | Plant Physiology                             |                                  |
| BIO 309                  | Microbiology I                               |                                  |
| BIO 310                  | Conservation Biology                         |                                  |
| BIO 319/ GEOG 319        | Swamps and Bogs                              |                                  |
| BIO 330                  | Plants and Animals of British Columbia       |                                  |
| BIO 335/ GEOG 335        | Freshwater Ecology                           |                                  |

|                   |                                |  |
|-------------------|--------------------------------|--|
| BIO 360           | Insect Biology                 |  |
| BIO 370           | Introduction to Mycology       |  |
| BIO 407           | Applied Biotechnology          |  |
| BIO 410/ GEOG 410 | Plant Ecology                  |  |
| BIO 419/ GEOG 419 | Paleoecology                   |  |
| BIO 426           | Environmental Microbiology     |  |
| BIO 430           | Forest Ecology                 |  |
| GEOG 303          | Environmental Hydrology        |  |
| GEOG 308          | Climate Change and Variability |  |
| GEOG 315          | Soils                          |  |
| GEOG 318          | Water Resources Management     |  |
| GEOG 353          | GIS Applications               |  |

Note: Students wishing to take GEOG 353 as an Agrology elective will need GEOG 253.

Independent-Directed studies: 3 credits

| Course                 | Title                                          | Credits |
|------------------------|------------------------------------------------|---------|
| AGRI 390               | Directed Studies in Agriculture II             | 3       |
| <del>or AGRI 490</del> | <del>Directed Studies in Agriculture III</del> | -       |

Note: Specific topics to be approved by the Bachelor of Agricultural Science Program Committee.

General electives: ~~12~~ 1-67 credits

| Course | Title                                                                                                                                                                                                                                                                    | Credits                   |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
|        | <del>12</del> <u>Additional</u> -university-level credits at the 100 level or higher, <u>until degree requirement for 120 credits is satisfied (Note: students should ensure that they have 45 upper-level credits in their program when selecting their electives.)</u> | <del>12</del> <u>1-67</u> |

## 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 Agricultural Science degree. See the **Co-operative Education** section for more details.

## Program requirements

~~To receive a Bachelor of Agricultural Science, students must complete 125 credits including the general requirements (Business, Statistics, and Communication; lower-level Science; and Agriculture in Society) and the Horticulture major requirements. At least 45 credits must be at the upper level.~~

## Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

## Course repetition

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**. Where a course has been repeated, only the higher grade is counted in the GPA calculation. See UFV's **Course Repeat policy (86)**.

No more than five upper-level course duplications will be permitted on courses which apply to the BAS. Students with more than five upper-level course duplications will be required to withdraw from the program.

## Residency

Of the **125-120** credits, 60 credits must be completed at UFV. At least 50% of the upper-level credits in the Horticulture major (including the **capstone-Directed Studies** course) 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. All degree candidates must be approved by UFV Advising. To be eligible to graduate, students must achieve a minimum GPA of 2.00 in the BAS program, a minimum GPA of 2.00 in their major, and a minimum CGPA of 2.00 in all upper-level credits is required for graduation.

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: [FSCC/SFC/UEC](#)

From: [Jennifer Barrett and Dr. Debbie Wheeler](#)

Date: [10/Sep/2025](#) (updated [25/Sep/2025](#), based on feedback from the FSCC and [16/Mar/2026](#) based on feedback from UEC pre-check)

**Subject: Program change (Biology major)**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: [Change in the course requirements for the Ecology and Biology of Organisms \(EBO\) concentration and a change of the name of the concentration to “Organismal Biology, Ecology, and Conservation” \(OBEC\).](#)

2. Rationale for change(s): [To meet the accreditation requirements set by the College of Applied Biologists for the Biologist in Training \(BIT\) and Registered Professional biologist \(RPBio\) registrant categories. Students who complete their degree in a program that is accredited by the College are immediately eligible for registration as a BIT and are eligible to enter Stream 1 of the RPBio registration process, which requires less work experience than Streams 3 and 4, and a less tedious application process than Stream 2, with no risk of missing a core course requirement. Both BIT and RPBio credentials are a requirement for many jobs in government \(e.g., fish and wildlife management\), industry, and environmental consulting. The change in the name of the concentration is required to distinguish students who graduate under the accredited version of the concentration from those who are currently enrolled at UFV and have already declared the EBO concentration, and who may thus graduate following accreditation of our program by the College, but without completing the modified course requirements. The EBO concentration with the changes noted in the attached file \(“EBOConcentration\\_CalendarChanges\\_RPBio.pdf”\) has already been approved by the College as fulfilling the academic requirements for the BIT and RPBio designations.](#)
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: [No change.](#)

4. What consideration has been given to Indigenizing the curriculum? **Accreditation of the EBO concentration at UFV creates a pathway for Indigenous students to work towards the RPBio professional designation in their community.**
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. **Over the past 6 years, there have been an average of 14 students enrolled in the EBO concentration in any given year, with an average of 6 students graduating with the EBO concentration each year. Students who are currently enrolled in the EBO concentration will have the option to complete the concentration following the existing requirements or to switch to the new OBEC concentration that is RPBio accredited. In this manner, students who have already completed, for example, STAT 104, and who do not intent to pursue registration with the College, will not be forced to complete STAT 270 or STAT 271 to fulfill the concentration requirements.**

This change is not expected to decrease enrollment in the EBO concentration, and if anything, may increase enrolment of students in the concentration. For the benefits of this change, please see our answer to Q2 above.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **Depending on the courses that students choose to complete for the 24 UL BIO credit requirement of the Biology major, they will need an additional 1 to 3 science courses to fulfill the RPBio educational requirement of 25 science courses, which will be completed as part of the students' elective credits. These courses may be completed within Biology or other disciplines. See Appendix E for a list of courses that meet the College's definition of a "science course" and that have been pre-approved by the College. This requirement will not change the total number of courses offered within Biology.**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **No additional resources, conversion of sections, timetabling changes, or deletion of courses are required.**
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.
  - a. **ENGL/CMNS requirements:** Students completing the BSc. are required to complete any two courses from the following: university-level ENGL, CMNS 125, or any CMNS course numbered 235 or higher. The new EBO concentration will **require either ENGL 105 or CMNS 125 as one of these two courses** to fulfill the Communications core requirement for entry as a BIT or RPBio. Please see the attached email from Dr. Sylvie Murray, Dean of the College of Arts, acknowledging that this change will have no budgetary implications of concern.

- b. **MATH/STAT requirements:** Students in the Biology Major are required to complete either STAT 104, 106, or 270. BIT/RPBio accreditation requires a second-year stats course. Given this, **STAT 270 or STAT 271 will be required** under the new EBO concentration. STAT 271 was added as an option after conversations with Dr. Affleck and members of the FSCC to offer more flexibility and a STATS option that was less calculus-heavy and more applicable to a career in applied biology.
  - c. As noted above, students in the new EBO concentration will be required to complete an additional **1 to 3 science courses** to fulfill the 25 science course requirement for RPBio accreditation. These courses may be completed within Biology or other disciplines. See Appendix E for a list of courses that meet the College's definition of a "science course" and that have been pre-approved by the College.
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. *As noted above, there are no budgetary implications associated with this change. Dr. Affleck and Dr. Hitch were contacted about the change. Please see the attached email from Dr. Affleck acknowledging that this change will have no budgetary implications of concern.*

**Appendices to RPBio. accreditation application – University of the Fraser Valley**

**Prepared by:** Jennifer Barrett, Biology Lab Instructor, UFV and Dr. Debbie Wheeler, Biology Lab Instructor, UFV.

**Appendix A:** Full titles of courses listed under the core requirements for RPBio. All of these courses are required under the Ecology and Biology of Organisms concentration in the Biology Major. For full course outlines please see:

Biology: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/BIO/>

Chemistry: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/CHEM/>

Math/Stat: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/MATH/>

Communications: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/CMNS/>

English: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/ENGL/>

| Course        | Title                                                                  |
|---------------|------------------------------------------------------------------------|
| CMNS 125      | Communicating Professionally to Academic and Workplace Audiences       |
| or ENGL 105   | Academic Writing                                                       |
| MATH 111      | Calculus I                                                             |
| CHEM 113      | Principles of Chemistry I                                              |
| CHEM 114      | Principles of Chemistry II                                             |
| BIO 310       | Conservation biology                                                   |
| MATH/STAT 270 | Introduction to Probability and Statistics                             |
| or STAT 271   | <a href="#">Introduction to Data Analysis and Statistical Modeling</a> |
| BIO 210       | Introduction to Ecology                                                |
| BIO 220       | Genetics                                                               |
| BIO 201       | Cellular Biochemistry/Metabolism                                       |
| BIO 202       | Cell Signaling/Gene Regulation                                         |
| BIO 416       | Evolution                                                              |

**Appendix B:** Additional **required** courses under the Biology and Ecology of Organisms Concentration that will contribute towards the 13 biology course requirement of the RPBio. For full course outlines, please see the link provided above under Appendix A.

| Course                                                       | Title                                            |
|--------------------------------------------------------------|--------------------------------------------------|
| BIO 111                                                      | Introductory Biology I                           |
| BIO 112                                                      | Introductory Biology II                          |
| ➡ <b>Plus four of the following upper-level BIO courses:</b> |                                                  |
| BIO 301                                                      | Anatomy and Physiology of Invertebrates          |
| BIO 305                                                      | Structural and Functional Anatomy of Vertebrates |
| BIO 306                                                      | Vertebrate Organ Systems                         |
| BIO 307                                                      | Anatomy and Diversity of Plants                  |
| BIO 308                                                      | Plant Physiology                                 |
| BIO 312                                                      | Developmental Biology                            |

|                  |                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BIO 319          | Swamps and Bogs                                                                                                                                                    |
| BIO 330          | Plants and Animals of British Columbia                                                                                                                             |
| BIO 335          | Freshwater Ecology                                                                                                                                                 |
| BIO 340          | Population and Community Ecology                                                                                                                                   |
| BIO 357          | Conservation GIS                                                                                                                                                   |
| BIO 360          | Insect Biology                                                                                                                                                     |
| BIO 370          | Introduction to Mycology                                                                                                                                           |
| BIO 380          | Ornithology                                                                                                                                                        |
| BIO 390          | Animal Behaviour                                                                                                                                                   |
| BIO 410/GEOG 410 | Plant Ecology                                                                                                                                                      |
| BIO 419/GEOG 419 | Paleoecology                                                                                                                                                       |
| BIO 426          | Environmental Microbiology                                                                                                                                         |
| BIO 430          | Forest Ecology                                                                                                                                                     |
| BIO 477/IPK 477  | Traditional Ecological Knowledges                                                                                                                                  |
| Plus:            | BIO special topics course (BIO 420) or directed studies course (BIO 408 or BIO 409) designated for credit under the Ecology and Biology of Organisms concentration |

**Appendix C:** Additional upper-level (UL) biology courses that students **may select** (in addition to those listed above) to fulfill the 24 UL credit requirement of the Biology Major and the 13 biology course requirement for RPBio. For full course outlines, please see the link provided above under Appendix A.

| Course  | Title                             |
|---------|-----------------------------------|
| BIO 309 | Microbiology I                    |
| BIO 320 | Biochemistry                      |
| BIO 333 | Bioinformatics I                  |
| BIO 350 | Medical genetics                  |
| BIO 383 | Human physiology                  |
| BIO 385 | Neurobiology                      |
| BIO 401 | Molecular biology                 |
| BIO 403 | Molecular techniques              |
| BIO 406 | Advanced genetics                 |
| BIO 407 | Applied biotechnology             |
| BIO 412 | Advanced metabolism               |
| BIO 414 | Genomics                          |
| BIO 415 | Cancer biology                    |
| BIO 418 | Ethnobotany                       |
| BIO 421 | Special topics in applied biology |
| BIO 425 | Introductory medical microbiology |
| BIO 427 | Plants and drugs                  |
| BIO 433 | Bioinformatics II                 |
| BIO 442 | Biological field school           |
| BIO 448 | Immunology                        |
| BIO 499 | Honors research thesis            |

**Appendix D:** Non-biology science courses that are **required** for the Biology Major, that are not listed under the core requirements for RPBio, and that will contribute to the 25 science course requirement.

For full course outlines, please see the links provided above under Appendix A and:

Physics: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/PHYS/>

| Course   |                     | Title                                            |
|----------|---------------------|--------------------------------------------------|
| One of:  | PHYS 105            | Heat, Waves, and Optics                          |
|          | PHYS 111 + PHYS 112 | Mechanics (111), Electricity and Magnetism (112) |
| CHEM 213 |                     | Organic chemistry I                              |
| One of:  | MATH 112            | Calculus II                                      |
|          | MATH 118            | Calculus II for Life Sciences                    |
| One of:  | CHEM 214            | Organic chemistry II                             |
|          | CHEM 221            | Inorganic Chemistry                              |
|          | CHEM 224            | Atoms, Molecules, Spectra                        |
|          | CHEM 241            | Analytical Chemistry                             |
|          | CHEM 324            | Chemical Kinetics and Thermodynamics             |

**Appendix E:** Additional science courses that students **may complete** to fulfill the 25 science course requirement for RPBio in addition to the courses already listed under Appendices B, C and D. For full course outlines, please see the links provided above under Appendix A and D and:

Geography: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/GEOG/>

Environmental studies: <https://www.ufv.ca/calendar/CourseOutlines/PDFs/ENV/>

| Course                   | Title                                                                    |
|--------------------------|--------------------------------------------------------------------------|
| <a href="#">AGRI 163</a> | <a href="#">Pest Biology and Identification</a>                          |
| <a href="#">AGRI 203</a> | <a href="#">Fundamentals of Integrated Pest Management</a>               |
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a>           |
| <a href="#">AGRI 321</a> | <a href="#">Vegetable Crop Production: Science and Practice</a>          |
| <a href="#">AGRI 323</a> | <a href="#">Fruit Crop Production: Science and Practice</a>              |
| <a href="#">AGRI 324</a> | <a href="#">Protected Crop Production: Science and Practice</a>          |
| <a href="#">AGRI 327</a> | <a href="#">Nursery Production and Propagation: Science and Practice</a> |
| <a href="#">AGRI 328</a> | <a href="#">Forage Crop Production: Science and Practice</a>             |
| <a href="#">AGRI 331</a> | <a href="#">Dairy Herd Management: Science &amp; Practice</a>            |
| <a href="#">AGRI 371</a> | <a href="#">Agroecology</a>                                              |
| CHEM 311                 | Intermediate Organic Chemistry I                                         |
| CHEM 312                 | Intermediate Organic Chemistry II                                        |
| CHEM 320                 | Intermediate Inorganic Chemistry (no lab)                                |
| CHEM 325                 | Inorganic Chemistry Laboratory                                           |
| CHEM 341                 | Instrumental Analysis/Applied Spectroscopy                               |
| CHEM 350                 | Introductory Biochemistry Laboratory                                     |
| CHEM 401                 | Enzymes, Coenzymes, and Inhibitors                                       |
| CHEM 422                 | Principles and Methods of Molecular Modeling                             |
| CHEM 444                 | Medicinal Chemistry                                                      |

|                               |                                                                        |
|-------------------------------|------------------------------------------------------------------------|
| CHEM 455                      | Chemistry of Biological and Synthetic Polymers                         |
| GEOG 103                      | The Physical Environment                                               |
| GEOG 111                      | Environmental Issues and Strategies                                    |
| GEOG 116                      | Earth Rocks                                                            |
| GEOG 201                      | Climate and People                                                     |
| GEOG 202                      | Understanding Your Earth: Landforms and Processes                      |
| GEOG 219                      | Biogeography                                                           |
| GEOG 253                      | Introduction to Geographic Information Systems                         |
| GEOG 257                      | Environment: Science and Communications                                |
| GEOG 302                      | River Geomorphology                                                    |
| GEOG 303                      | Environmental Hydrology                                                |
| GEOG 304                      | Coasts and Climate Change                                              |
| GEOG 308                      | Climate Change and Variability                                         |
| GEOG 315                      | Soilscapes                                                             |
| GEOG 319*                     | Swamps and Bogs                                                        |
| GEOG 331                      | Environmental Assessment and Management                                |
| GEOG 335*                     | Freshwater ecology                                                     |
| GEOG 357*                     | Conservation GIS                                                       |
| GEOG 410*                     | Plant ecology                                                          |
| GEOG 419                      | Paleoecology                                                           |
| ENV 212                       | Environmental Field and Lab Techniques                                 |
| ENV 345                       | Invasive Species Management                                            |
| <a href="#">STAT 104</a>      | <a href="#">Introductory Statistics</a>                                |
| <a href="#">STAT 106</a>      | <a href="#">Statistics I</a>                                           |
| <a href="#">MATH/STAT 270</a> | <a href="#">Introduction to Probability and Statistics</a>             |
| <a href="#">STAT 271</a>      | <a href="#">Introduction to Data Analysis and Statistical Modeling</a> |
| <a href="#">STAT 272</a>      | <a href="#">Statistical Graphics and Languages</a>                     |
| <a href="#">STAT 307</a>      | <a href="#">Data Visualization</a>                                     |
| <a href="#">STAT 315</a>      | <a href="#">Applied Regression Analysis</a>                            |
| <a href="#">STAT 330</a>      | <a href="#">Design of Experiments</a>                                  |
| <a href="#">STAT 350</a>      | <a href="#">Survey Design and Sampling</a>                             |

\* These three courses are cross listed with BIO and cannot be taken for additional credit by students who have already completed the BIO course.

## Biology major

### Ecology and Biology of Organisms Organismal Biology, Ecology, and Conservation concentration

The Organismal Biology, Ecology, and Conservation concentration has been accredited by the B.C. College of Applied Biologists. Students who complete this concentration will meet the academic requirements for entry into the Stream 1 pathway for the Registered Professional Biologist (RPBio) designation.

In addition to the courses required for a Biology major or Biology Honours, this concentration requires completion of the following:

| Course                   | Title                                                                  | Credits           |
|--------------------------|------------------------------------------------------------------------|-------------------|
| <a href="#">ENGL 105</a> | <a href="#">Academic writing</a>                                       | <a href="#">3</a> |
| or CMNS 125              | <a href="#">Introduction to Professional Communication</a>             |                   |
| <a href="#">STAT 270</a> | <a href="#">Introduction to Probability and Statistics</a>             | <a href="#">3</a> |
| or STAT 271              | <a href="#">Introduction to Data Analysis and Statistical Modeling</a> |                   |
| BIO 310                  | Conservation Biology                                                   | 3                 |
| BIO 416                  | Evolution                                                              | 3                 |
| <b>Four of:</b>          |                                                                        | 12-18             |
| BIO 301                  | Anatomy and Physiology of Invertebrates                                |                   |
| BIO 305                  | Structural and Functional Anatomy of Vertebrates                       |                   |
| BIO 306                  | Vertebrate Organ Systems                                               |                   |
| BIO 307                  | Anatomy and Diversity of Plants                                        |                   |
| BIO 308                  | Plant Physiology                                                       |                   |
| BIO 312                  | Developmental Biology                                                  |                   |
| BIO 319/GEOG 319         | Swamps and Bogs                                                        |                   |
| BIO 330                  | Plants and Animals of British Columbia                                 |                   |
| BIO 335/GEOG 335         | Freshwater Ecology                                                     |                   |
| BIO 340                  | Population and Community Ecology                                       |                   |
| BIO 357/GEOG 357         | Conservation GIS                                                       |                   |
| BIO 360                  | Insect Biology                                                         |                   |
| BIO 370                  | Introduction to Mycology                                               |                   |
| BIO 380                  | Ornithology                                                            |                   |
| BIO 390                  | Animal Behaviour                                                       |                   |
| BIO 410/GEOG 410         | Plant Ecology                                                          |                   |
| BIO 419/GEOG 419         | Paleoecology                                                           |                   |
| BIO 426                  | Environmental Microbiology                                             |                   |
| BIO 430                  | Forest Ecology                                                         |                   |

|                 |                                                                                                                                                                                                 |             |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| BIO 477/IPK 477 | Traditional Ecological Knowledges                                                                                                                                                               |             |
| <u>Plus:Or</u>  | BIO special topics course or directed studies course designated for credit under the <u>Ecology and Biology of Organisms</u> <u>Organismal Biology, Ecology, and Conservation</u> concentration |             |
| <u>Plus:</u>    | <u>1-3 science electives from the list below, to achieve a total of 25 science courses that meet the College of Applied Biologists academic requirements</u>                                    | <u>3-12</u> |

### **Science electives**

Students in the OBEC concentration are required to complete a total of 25 science courses to satisfy the RPBio academic requirements. Depending on the number of courses completed while fulfilling the Biology major and degree requirements, students will need to complete an additional 1 to 3 science courses from the approved list below.

| <u>Course</u>           | <u>Title</u>                                                       | <u>Credits</u> |
|-------------------------|--------------------------------------------------------------------|----------------|
| <u>AGRI 163</u>         | <u>Pest Biology and Identification</u>                             | <u>3</u>       |
| <u>AGRI 203</u>         | <u>Fundamentals of Integrated Pest Management</u>                  | <u>3</u>       |
| <u>AGRI 306</u>         | <u>Field Techniques in Integrated Pest Management</u>              | <u>3</u>       |
| <u>AGRI 321</u>         | <u>Vegetable Crop Production: Science and Practice</u>             | <u>3</u>       |
| <u>AGRI 323</u>         | <u>Fruit Crop Production: Science and Practice</u>                 | <u>3</u>       |
| <u>AGRI 324</u>         | <u>Protected Crop Production: Science and Practice</u>             | <u>3</u>       |
| <u>AGRI 327</u>         | <u>Nursery Production and Propagation: Science and Practice</u>    | <u>3</u>       |
| <u>AGRI 328</u>         | <u>Forage Crop Production: Science and Practice</u>                | <u>3</u>       |
| <u>AGRI 331</u>         | <u>Dairy Herd Management: Science &amp; Practice</u>               | <u>3</u>       |
| <u>AGRI 371</u>         | <u>Agroecology</u>                                                 | <u>3</u>       |
| <u>BIO</u>              | <u>Any Biology course numbered 300 or above (see Note)</u>         | <u>3-9</u>     |
| <u>CHEM 311</u>         | <u>Intermediate Organic Chemistry I</u>                            | <u>4</u>       |
| <u>CHEM 312</u>         | <u>Intermediate Organic Chemistry II</u>                           | <u>4</u>       |
| <u>CHEM 320</u>         | <u>Intermediate Inorganic Chemistry (no lab)</u>                   | <u>3</u>       |
| <u>CHEM 325</u>         | <u>Inorganic Chemistry Laboratory</u>                              | <u>2</u>       |
| <u>CHEM 341</u>         | <u>Instrumental Analysis/Applied Spectroscopy</u>                  | <u>4</u>       |
| <u>CHEM 350</u>         | <u>Introductory Biochemistry Laboratory</u>                        | <u>3</u>       |
| <u>CHEM 401</u>         | <u>Enzymes, Coenzymes, and Inhibitors</u>                          | <u>3</u>       |
| <u>CHEM 422</u>         | <u>Principles and Methods of Molecular Modeling</u>                | <u>4</u>       |
| <u>CHEM 444</u>         | <u>Medicinal Chemistry</u>                                         | <u>3</u>       |
| <u>CHEM 455</u>         | <u>Chemistry of Biological and Synthetic Polymers</u>              | <u>3</u>       |
| <u>ENV 111</u>          | <u>Environmental Issues and Strategies (formerly GEOG 111)</u>     | <u>3</u>       |
| <u>ENV 212</u>          | <u>Environmental Field and Lab Techniques</u>                      | <u>4</u>       |
| <u>ENV 331</u>          | <u>Environmental Assessment and Management (formerly GEOG 331)</u> | <u>3</u>       |
| <u>ENV 345</u>          | <u>Invasive Species Management</u>                                 | <u>4</u>       |
| <u>GEOG 103</u>         | <u>The Physical Environment</u>                                    | <u>4</u>       |
| <u>GEOG 116</u>         | <u>Earth Rocks</u>                                                 | <u>4</u>       |
| <u>GEOG 201</u>         | <u>Climate and People</u>                                          | <u>4</u>       |
| <u>GEOG 202</u>         | <u>Understanding Your Earth: Landforms and Processes</u>           | <u>4</u>       |
| <u>GEOG 219/BIO 219</u> | <u>Biogeography</u>                                                | <u>4</u>       |
| <u>GEOG 253</u>         | <u>Introduction to Geographic Information Systems</u>              | <u>4</u>       |

|                                          |                                                                               |                          |
|------------------------------------------|-------------------------------------------------------------------------------|--------------------------|
| <a href="#"><u>GEOG 257</u></a>          | <a href="#"><u>Environment: Science and Communications</u></a>                | <a href="#"><u>3</u></a> |
| <a href="#"><u>GEOG 302</u></a>          | <a href="#"><u>River Geomorphology</u></a>                                    | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 303</u></a>          | <a href="#"><u>Environmental Hydrology</u></a>                                | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 304</u></a>          | <a href="#"><u>Coasts and Climate Change</u></a>                              | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 308</u></a>          | <a href="#"><u>Climate Change and Variability</u></a>                         | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 315</u></a>          | <a href="#"><u>Soilscales</u></a>                                             | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 319/BIO 319</u></a>  | <a href="#"><u>Swamps and Bogs</u></a>                                        | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 335/BIO 335</u></a>  | <a href="#"><u>Freshwater ecology</u></a>                                     | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 357/BIO 357</u></a>  | <a href="#"><u>Conservation GIS</u></a>                                       | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 410/BIO 410</u></a>  | <a href="#"><u>Plant ecology</u></a>                                          | <a href="#"><u>4</u></a> |
| <a href="#"><u>GEOG 419/BIO 419</u></a>  | <a href="#"><u>Paleoecology</u></a>                                           | <a href="#"><u>4</u></a> |
| <a href="#"><u>MATH 112</u></a>          | <a href="#"><u>Calculus II</u></a>                                            | <a href="#"><u>4</u></a> |
| <a href="#"><u>MATH 118</u></a>          | <a href="#"><u>Calculus II for Life Sciences</u></a>                          | <a href="#"><u>4</u></a> |
| <a href="#"><u>MATH 270/STAT 270</u></a> | <a href="#"><u>Introduction to Probability and Statistics</u></a>             | <a href="#"><u>4</u></a> |
| <a href="#"><u>STAT 104</u></a>          | <a href="#"><u>Introductory Statistics</u></a>                                | <a href="#"><u>4</u></a> |
| <a href="#"><u>STAT 106</u></a>          | <a href="#"><u>Statistics I</u></a>                                           | <a href="#"><u>4</u></a> |
| <a href="#"><u>STAT 271</u></a>          | <a href="#"><u>Introduction to Data Analysis and Statistical Modeling</u></a> | <a href="#"><u>3</u></a> |
| <a href="#"><u>STAT 272</u></a>          | <a href="#"><u>Statistical Graphics and Languages</u></a>                     | <a href="#"><u>3</u></a> |
| <a href="#"><u>STAT 307</u></a>          | <a href="#"><u>Data Visualization</u></a>                                     | <a href="#"><u>3</u></a> |
| <a href="#"><u>STAT 315</u></a>          | <a href="#"><u>Applied Regression Analysis</u></a>                            | <a href="#"><u>3</u></a> |
| <a href="#"><u>STAT 330</u></a>          | <a href="#"><u>Design of Experiments</u></a>                                  | <a href="#"><u>3</u></a> |
| <a href="#"><u>STAT 350</u></a>          | <a href="#"><u>Survey Design and Sampling</u></a>                             | <a href="#"><u>3</u></a> |

Note: Applicable BIO courses must be a minimum of 3 credits. BIO 409 (6 credits) and BIO 442 (8 credits) are counted as two courses for the purposes of this requirement.

**Memo for Program Changes**

To: FSCC, SFC, UEC

From: Ian Affleck, Associate Dean of Science

Date: Nov 5, 2025

**Subject: Program change (Bachelor of Science)**

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 – Minor changes to double minor option description

2. Rationale for change(s):

(A) Change in BSc math requirement

The math requirement in the Bachelor of Science has been under review for several years. The current requirement is 8 credits of Calculus courses, including MATH 111 (Calculus I) and either MATH 112 (Calculus II) or MATH 118 (Calculus II for Life Sciences).

An appreciation of Calculus is important for anyone pursuing study in a STEM field. However, the depth of study required to study in different STEM fields varies. For example, students studying some areas in the life sciences may benefit more from a Statistics course than a second Calculus course. Our proposal is to retain the 4-credit MATH 111 requirement in the BSc, but add a number of first-year Math and Stat course options (MATH 125, MATH 152, STAT 104, and STAT 106) as potential alternatives to the requirement of MATH 112 or MATH 118. Individual majors, minors, and concentrations may specify more stringent Math and Stats requirements than these at the core of the BSc.

A recent review of all first-attempt final grades in MATH 111 from 2014 to 2024 found that overall, of the roughly 2500 students who finished with a final letter grade or a "W", only 60% received a grade (C or better) that enabled them to move on to MATH 112 or MATH 118, while 72% received a passing grade (D or better) on first attempt. This represents roughly 30 students per year who retake MATH 111 in order to qualify to take MATH 112 or MATH 118. Under the proposal brought here, future students with a D or C- in MATH 111 would need to retake it only if their program specifically requires MATH 112 or MATH 118.

This more flexible design of the BSc core mathematics and statistics requirement is in line with corresponding requirements at most BC post-secondary institutions. At SFU, UBC Vancouver, UBC Okanagan, UVic, UNBC, and Capilano University, there exist Bachelor of Science majors that require just one first-year Calculus course. At KPU and TRU, two 3-credit Calculus courses are required in all BSc programs. VIU is the only post-secondary institution in BC with a requirement similar to the current requirement at UFV: two 4-credit Calculus courses.

The 2025 external program reviews of the Bachelor of Science and the Biology major both included recommendations to decrease the amount of Calculus in the BSc. Details on the specific recommendations made, and the rationales behind them, are available by request.

**(B) Change in BSc math entrance requirement**

A second update proposed here is to loosen the math component of the entrance requirement to the BSc, to match the prerequisite for MATH 110 (Pre-Calculus Math) instead of the current entry standard, the prerequisite for MATH 111.

The afore-mentioned study also found that during the 2014-2024 timeframe, among all students entering MATH 111 with a B in Pre-Calculus 12, along with either no Calculus 12 or a grade lower than B in Calculus 12 (roughly 38% of all students), roughly 54% passed MATH 111 on their first attempt, and only about 36% earned the grade they needed to enter MATH 112 or MATH 118.

For this reason, in the interest of student success, we have already moved to increase the high school prerequisite grade for MATH 111 to “Grade of A in either Precalculus 12 or Calculus 12, or grade of B or better in both Precalculus 12 and Calculus 12”. Among this profile of students in the 10-year study (roughly 62% of all students), 83% passed their first attempt at MATH 111, and 75% earned the grade needed to move on to MATH 112 or MATH 118.

However, this means that (if the trend in the 2014-2024 data persists) roughly 38% of students who traditionally would have qualified to enter the BSc, will not longer be considered to be prepared for MATH 111, and in the future will not be able to take it in their first semester of the BSc. Instead, under the proposed change, these students are recommended to take MATH 110 (Pre-Calculus Math) or MATH 096 to strengthen their math skills and earn the MATH 111 prerequisite. Rather than delay their entry into the BSc until this one pre-calculus math course is complete, we propose to admit students to the BSc who meet the prerequisite for MATH 110 (but not necessarily that of MATH 111) and all other entrance requirements.

**(C) Minor edits to phrasing**

The calendar copy of the BSc mentions regulations on declaration of “major/minor” in several instances. This has been clarified as “major or double minor”.

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

The BSc doesn't yet have specific program learning outcomes. If program learning outcomes were specified for the BSc, they would likely be unaffected by these changes.

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

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.

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

The removal of MATH 112 or 118 as a requirement in the BSc will likely mean fewer sections of these courses will run each year. There may also be one fewer section of MATH 111 annually, as some students who receive a C- or D grade in their first attempt will no longer need to retake the course. Overall, we don't see new resources being 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?

See above for impact on students and number affected. We anticipate that these two changes (A and B) will have little effect on enrolment in the BSc. If anything, there could be increased retention in the BSc among students whose programs will now require 4 credits of Calculus rather than 8, as a program requirement outside of their intended area of study has been relaxed. However, we're not aware of data that shows a correlation between BSc student retention and greater flexibility in mathematics and statistics 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?

No, the required core credits from Math/Stat remains the same.

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.)

We anticipate that these changes will increase demand for MATH 110 sections by one or two sections per year, and will decrease demand for MATH 112 sections by one or two sections per year. Meanwhile, one or two sections per year of MATH 111 will move from Fall semester to Winter semester.

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, there is no change to the number of required or elective courses 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.

Attached.

**CWC comments and responses:**

1. Memo response #4 does not address the question about Indigenizing the curriculum.

*The answer to #4 was carefully considered, and discussed with the Indigenous Curriculum consultant (Leanne Joe) on our curriculum committee. Unfortunately, Indigenous students are often advised away from high school courses that open doors to academic study (especially math/science) at university. The move we are making here is to welcome students with broader high school backgrounds into the BSc, without changing any expectations or standards of the degree requirements. In the coming months, we'll be crafting Program Learning Outcomes for the BSc. It seems that the LO's discussion is the best opportunity to directly Indigenize the curriculum.*

*Leanne Joe (Indigenous Curriculum Developer, TLC) offers the following in support of how the proposed changes to the BSc help to Indigenize the student experience in the program:*

*The proposed change to the BSc entrance requirement will welcome many more students to enter the BSc, where they can begin forming relationships with faculty and staff in the department while they complete the prerequisite for MATH 111 in the early semesters of their program. Relationality is one of the pillars of Indigenous ways of knowing and learning, which the FoS is learning as it begins working towards Indigenizing BSc PLOs with the support of TLC and the Indigenous Curriculum Developer.*

*This is a response to concerns raised by previous Indigenous students about how they were encouraged to 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.*

2. The budget memo notes that Biology major and Honours students will no longer need to complete MATH 112 and 118, although Biology students pursuing a Bachelor of Education degree will still need to complete one of these courses.

*Thanks for pointing this out. It makes sense to add a note to this effect.*

3. What is the goal of program requirement #6 (any two courses from the following: university-level ENGL, CMNS 125, or any CMNS course numbered 235 or higher)? This may not be in the best interest of graduates given the wide variety of possible courses, and it will be helpful if UEC can understand the rationale for this requirement. Pre-Check suggests that Science look at the communicative needs of BSc students and consider whether this requirement should be updated. Requiring one of ENGL 105 or CMNS 125 would also be more aligned with other degree programs.

*The ENGL/CMNS requirement has been in place in that form for quite a while. A recent program review of the BSc didn't have any recommendations to change it. We've always wanted to ensure flexibility in how students complete this requirement. Those who aim to be teachers may prefer to take multiple ENGL courses, or Public Speaking (CMNS 235). Those interested in environmental work, science communications or research may prefer CMNS 251, 257, 280, or 325. If the English Department and/or the School of Communications feel that greater restrictions are warranted, we can discuss with them as we work on Program Learning Outcomes.*

4. Since MATH 094 and 095 were discontinued as of January 2022, does it make sense to continue to include them in the entrance requirements?

*We are OK with removing the "Both MATH 094 and MATH 095" math entrance option. There could be returning students who would make use of this option, but they would be best advised to upgrade after so much time has passed since they took relevant math courses.*

5. Should the Associate of Science also be updated to change the MDPT and remove "one of MATH 110, MATH 111, MATH 112, or MATH 118"?

*Thanks to whoever noticed this. The ASc entrance MDPT minimum score should probably be 55, not 70. The university math courses above can remain in place to meet the math entrance requirement, since we want to ensure that a student who has completed one of those is considered prepared mathematically to enter the ASc. This will be discussed the next time the ASc is reviewed.*



## MEMO

**To:** UEC  
**From:** Ian Affleck, Associate Dean of Science  
**CC:**  
**Date:** 2026-03-18  
**Re:** Budget consideration, BSc mathematics requirement update

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This communication relates to the proposal brought to Faculty of Science Curriculum Committee and Science Faculty Council in Fall 2025, in which the BSc program is updated to require "MATH 112 or MATH 118 or MATH 125 or MATH 152 or STAT 104 or STAT 106", rather than simply "MATH 112 or MATH 118". The only students who will be affected by this change will be those in the Biology major or Biology Honours programs, as all other majors, minors, and Honours programs in the BSc will continue requiring either MATH 112 or one of MATH 112 or MATH 118.

With this change in requirements for the Biology major and Honours programs, there are two potential effects on demand and enrolments in Science courses and programs. First, there will likely be less annual demand for MATH 112 and MATH 118, as Biology major and Honours students would no longer be required to complete one of these, with many students likely meeting the new requirement by taking STAT 104 or STAT 106. (The Biology major and Honours programs already require completion of a STAT course.) This has been taken into account along with anticipated enrolment effects of other proposed updates to the BSc mathematics requirements (which are anticipated to increase enrolment in another course, MATH 110), and our assessment is that the Mathematics and Statistics budget overall will not be significantly impacted.

Second, the effective lessening of the math requirement these two Biology programs is generally considered likely to lead to increased enrolment and/or retention in the two programs, although we're not aware of any data which directly support this. If so, 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.

**Bachelor of Science degree****Entrance requirements**

## 1. One of the following:

- B.C. secondary school graduation or equivalent
- Completion of nine university-level credits with a minimum CGPA of 2.00 based on all university credits attempted

Note: Once a student has nine or more university-level credits, admission will be based on their cumulative GPA.

2. **Mathematics requirement:** one of the following:

- Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of BC
- Calculus 12 with a minimum grade of AB
- Applications of Mathematics 12 with a minimum grade of C+
- Both MATH 092 and MATH 093, each with a minimum grade of B
- ~~Both MATH 094 and MATH 095 with a minimum grade of B (discontinued)~~
- MATH 096 with a minimum grade of B
- MDPT score of ~~70~~55% or better
- ~~MATH 110 with a minimum grade of C+~~
- ~~MATH 111 with a minimum grade of C~~
- ~~MATH 112~~
- MATH 118

Note: A student who meets the BSc mathematics entrance requirements above also meets the prerequisite for MATH 110 (Pre-Calculus Math), but not necessarily the prerequisite for MATH 111 (Calculus I). **MATH 111 is a program requirement; upgrading will be required for those who are admitted to the BSc without the prerequisite for MATH 111. MATH 110 is recommended.**

3. **Science requirement:** one of the following courses, with a minimum grade of C+:

- Anatomy and Physiology 12, Biology 12, BIO 093, or BIO 111
- Chemistry 12, CHEM 093 (discontinued), CHEM 110, or CHEM 113
- COMP 150, COMP 152, or COMP 155

- Geography 12, Physical Geography 12, GEOG 101 (discontinued), GEOG 102 (discontinued), GEOG 103, or ENV 111 (formerly GEOG 111)
- Geology 12 or GEOG 116
- Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111
- STAT 104 or STAT 106

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

For students newly admitted to the BSc, Attendance at a Bachelor of Science information session or personal interview with an Advisor is recommended.

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

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#### **Program requirements**

To be eligible for the BSc students must satisfy the following general requirements:

1. 120 applicable university-level credits, with a minimum GPA of 2.00. At least 30 of these university-level credits must be completed at UFV. Electives may be selected from any 100 or higher university-level course. Co-op course credit can be used towards the degree requirements but is limited to one course.
2. 44 upper-level credits with a minimum CGPA of 2.00, including a minimum CGPA of 2.00 in upper-level credits for each major or minor subject.
3. Declaration of a major/~~or double minor~~ ~~minor~~ by the completion of 60 credits (see Notes).
4. MATH 111 and ~~either one of~~ MATH 112, ~~or~~ MATH 118, MATH 125, MATH 152, STAT 104, or STAT 106.
5. At least one of the following pairs:
  - BIO 111 and 112
  - CHEM 113 and 114
  - PHYS 111 and 112
6. Any two courses from the following: university-level ENGL, CMNS 125, or any CMNS course numbered 235 or higher.
7. Discipline requirements for at least one of a science honours, science major, or double science minor. [See above](#) for available honours, majors, and minors.

Note 1: Students who fail to declare a major/~~minor~~ or double minor by the completion of 60 credits may be removed from the program. Students who are undecided should consult with an Advisor regarding their options.

Note 2: Students who wish to complete a major and a minor may need to complete more than 120 credits to complete their degree.

**Declaration of majors, minors, and honours**

Students may formally declare a Science major or minor if they meet all of the following requirements:

- A minimum CGPA of 2.00
- The declaration requirements of the specific subject discipline(s)

Bachelor of Science students are expected to declare a major or double minor by the time they have completed 60 credits. In order to have access to discipline-reserved seating, where applicable, students must be admitted to the BSc and be formally declared. Students who are undecided should consult with an Advisor regarding their options.

Declaration requirements for each subject discipline are listed in those sections of the academic calendar.

The number of students requesting entry into any science honours, major, or minor may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection will be the applicant's GPA on required lower-level prerequisites; students in the Bachelor of Science program will have priority. UFV cannot guarantee available seats in required program courses.

**Available declaration options****Honours**

- [Biology](#)
- [Chemistry](#)
- [Mathematics](#)
- [Physics](#)
- [Physical Geography](#) (unavailable until further notice)

**Majors**

- [Biochemistry](#)
- [Biology](#)
- [Chemistry](#)
- [Computing Science](#)

- [Mathematics](#)
- [Physical Geography](#) (unavailable until further notice)
- [Physics](#)

Note: No major may be combined with a minor in the same discipline. The Biochemistry major cannot be combined with either the Biology minor or the Chemistry minor. The Mathematics major cannot be combined with the Mathematics minor (Statistics option).

**Minors**

- [Applied Statistics](#)
- [Biology](#)
- [Chemistry](#)
- [Computing Science](#)
- [Mathematics](#)
- [Mathematics \(Statistics option\)](#)
- [Physical Geography](#) (unavailable until further notice)
- [Physics](#)

**Double minor**

Students can choose to complete a double minor degree with the minors listed above. The Mathematics minor (Statistics option) cannot be combined with either the Applied Statistics minor or the Mathematics minor.

**Science major or double minor with a non-science major, extended minor, or minor**

Students completing the requirements for a science major or double minor may combine the major or double minor with an arts [major](#), arts [extended minor](#) or [minor](#), [Computer Information Systems minor](#), [Kinesiology minor](#), or [Business minor](#), with the following exceptions:

- No major or minor may be combined with a minor or extended minor in the same discipline.
- Biochemistry major cannot be combined with the Biology extended minor.
- Mathematics minor (Statistics option) cannot be combined with the Mathematics extended minor.
- Computing Science major or minor cannot be combined with the Computer Information Systems minor or extended minor.
- Physical Geography major or minor cannot be combined with the Geography major, minor or extended minor.

Note: Students who wish to combine a science major or double minor with a non-science major or minor may need to complete more than 120 credits in order to complete the degree.

**Memo for Program Changes**

To: Dana Landry, Chair, UEC  
From: Sylvie Murray, Dean, College of Arts  
Date: January 21, 2026  
Program: **Associate of Arts**

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

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

2. Rationale for change(s):

**Changes Requested**

- Discontinuance of the International and Development Studies option for Fall 2026
- Discontinuance of the Media and Communications option for Fall 2026
- Removal of the reference to the General option as it will become the only way to complete the credential effective Fall 2026. The recommendation is to incorporate the General option calendar copy into the main Associate of Arts calendar copy
- Current required course option CMNS 120 Communicating in University is discontinued. Request it be removed

**Rationale**

The options have exhibited low student demand. January 16, 2026, data shows no declared students in the International and Development Studies option and one declared student in the Associate of Arts Media & Communications option. This student will be eligible to graduate after completing their courses this semester. The Associate of Arts will remain a UFV credential. No accreditation, donor, or partner commitments are uniquely tied to the options.

**Associate of Arts Options Enrolment and Completion Data 2019-2026**

| Options                               | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| International and Development Studies | 4         | 3         | 1         | 1         | 0         | 0         | 0         |
| Media & Communications Studies        | 3         | 4         | 6         | 7         | 5         | 2         | 1         |

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
4. What consideration has been given to Indigenizing the curriculum? NA
5. Will additional resources be required? If so, how will these costs be covered? NA
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
As discussed under 1, no students will be affected by the changes to the options.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?  
No
8. Identify any available resources that will be used to accommodate the program changes. NA
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

Both the directors for the two schools responsible for the courses in the proposed discontinued options agree that no course delivery will be affected by these option discontinuations.

"The Budget Office does not have any concerns with the discontinuation of the two options."  
January 22, 2026

There is a single course deletion requested by the Dean (in consultation with the School of Communication and the Department of English) who manages the Associate of Arts degree.

## **Associate of Arts degree**

The Associate of Arts degree is ~~a formal two-year~~ credential that recognizes the successful completion of a two-year academic program ~~in the Humanities and Social Sciences. It is designed to provide a broad educational experience that lays a solid foundation for further study, in particular in it also serves as an intermediate qualification for students wishing to transfer to the Bachelor of Arts at UFV degree programs or other educational institutions, or as a qualification for employment. Students have three options to complete the general requirements or pursue studies in specific concentrations.~~

- ~~General option~~
- ~~International and Development Studies option~~
- ~~Media and Communication Studies option~~

~~This program includes a breadth of intellectual and academic experience worthwhile for students whose educational or career goals are in the humanities, the creative and performing arts, and the social sciences. The Associate of Arts degree is a provincially articulated program and minimum requirements for the B.C. Ministry of Advanced Education, Training, and Technology Associate of Arts degree are met in the UFV Associate of Arts program. meets the criteria set out by the Ministry of Post-Secondary Education and Future Skills.~~

Because transfer credit and degree requirements ~~vary widely~~ are broad, it is important ~~for students that plan to transfer to another university~~ to consult with an Academic Advisor ~~for students that plan to transfer to another university~~, to make sure that they fulfil the needs for their field of study at their chosen institution.

~~UFV, along with other B.C. post-secondary institutions, is part of the BCcampus initiative to provide online learning opportunities to students wanting to complete an Associate of Arts degree and/or a Bachelor of Integrated Studies. A listing of the online courses that UFV is contributing to this initiative can be viewed at [ufv.ca/online](http://ufv.ca/online). To learn more about this initiative, including a complete listing of all the online courses offered, go to [bccampus.ca](http://bccampus.ca).~~

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## **Program definitions**

Courses numbered 100- or 200-level at UFV may not transfer at the same level at UBC, SFU, UNBC, or UVic. When planning courses, students should refer to the B.C. Transfer Guide ~~and B.C. Transfer Tips available in Student Services, the Library, or online at [bctransferguide.ca](http://bctransferguide.ca)~~

~~The Ministry of Advanced Education, Training, & Technology approved revisions to British Columbia associate degrees in May, 2000. The following definitions are outlined to assist students in completing program requirements:~~

## **Course definitions**

1. ~~An arts course is defined as any course in a subject area for which there is a Bachelor of Arts degree at SFU, UBC, UNBC, or UVic.~~

~~2.—A science course is defined as any course in a subject area for which there is a Bachelor of Science degree or Bachelor of Applied Science degree at SFU, UBC, UNBC, or UVic.~~

~~Note: The requirements specified above are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences. In some instances, there may be some ambiguity as to whether a course is in the humanities or social sciences, or whether it is an arts course or a science course. It is expected that such courses as human geography and most psychology courses would be designated as arts courses.~~ Please refer to the [Table of Subject Areas](#) or consult with an Advisor to determine whether a course is in humanities (and the creative/performing arts), social sciences or sciences at UFV.

~~3-1.~~ A course in an "other" area is defined as any course in a subject area for which there is a bachelor's degree other than in Arts, Science, or Applied Science at SFU, UBC, UNBC, or UVic.

~~4-2.~~ A first-year course is defined as a course that has assigned or unassigned transfer credit at the 100 level at SFU, UBC, UNBC, or UVic.

~~5-3.~~ A second-year course is defined as a course that has assigned or unassigned transfer credit at the 200 level or higher at SFU, UBC, UNBC, or UVic.

~~6-4.~~ A laboratory science course is one in which a substantial component of student instruction involves the study of natural phenomena, either in the laboratory or in the field. Each institution granting the associate degree will determine which of its courses satisfy this requirement.

**Associate of Arts degree —General option**

**Program outline**

| Course                                               | Title                                                 | Credits |
|------------------------------------------------------|-------------------------------------------------------|---------|
| <b>Six credits in English or Communications:</b>     |                                                       |         |
| <b>Two of:</b>                                       |                                                       | 6       |
| ENGL 105–170                                         | ENGL courses numbered 105–170                         |         |
| <del>CMNS 120</del>                                  | <del>Communicating in University (discontinued)</del> | -       |
| CMNS 125                                             | Introduction to Professional Communication            |         |
| CMNS 251                                             | Professional Report Writing                           |         |
| <b>Nine credits in Science:</b>                      |                                                       |         |
| MATH, COMP, or STAT course                           |                                                       | 3–4     |
| Lab science                                          | One 100-level course                                  | 3–4     |
| Science elective                                     | One lower-level course                                | 3–4     |
| <b>36 credits in Arts:</b>                           |                                                       |         |
| Social Sciences                                      | Two 100-level courses                                 | 6       |
| Humanities                                           | Two 100-level courses (other than ENGL)               | 6       |
| Arts electives                                       | Two lower-level courses                               | 6       |
| Arts electives                                       | 18 credits in 200-level courses (see Note)            | 18      |
| <b>Nine credits in Arts, Science, or other areas</b> |                                                       | 9       |

Note: Arts electives must be in two or more subject areas

**Subject areas**

Please see [this section](#) for a list of the subject areas which apply to Associate of Arts program categories.

**Memo for Program Changes**

To: UEC

From: Sylvie Murray, Dean, College of Arts

Date: March 3, 2026

**Subject: Program change (Bachelor of Arts)**

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

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

Rationale for change(s): In February, the College of Arts Council approved new criteria for listing courses as options to fulfill Professional Practices core competency. CAC also voted in favor of changing the competency name to Career Integration.

Following the approval of the new criteria, new courses were proposed for the Career Integration competency. The newly proposed courses were subject to a two-step test: they were first vetted to ensure alignment with the renewed criteria, and then they were assessed for financial impact and sustainability.

The purpose of this program change is to add the newly approved courses as options for the Career Integration competency and update the name of the competency to Career Integration.

- 2. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No new or substantially changed program outcomes
- 3. What consideration has been given to Indigenizing the curriculum? N/A
- 4. Will additional resources be required? If so, how will these costs be covered? No new costs or additional resources are anticipated.
- 5. 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 have a greater range of course choices to fulfill the Career Integration core competency course requirement.

6. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No**
7. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **None**
8. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **No.**
9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Bachelor of Arts degree

### Core competencies

Students must complete courses in each of the following core competency areas:

- [Writing foundation](#)
- [Communication](#)
- [Critical thinking](#)
- [Quantitative literacy](#)
- [Scientific practice](#)
- [Civic engagement, global citizenship, and pluralism](#)
- [Professional practices](#)[Career Integration](#)

Note: A single course can be used to meet only one core competency requirement.

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### [Professional practices](#)[Career Integration](#)

[Required](#) [One of the following](#) courses, completed within the first 60 credits:

| Course                   | Title                                                | Credits           |
|--------------------------|------------------------------------------------------|-------------------|
| AIS 299                  | Professional Practices I (formerly ARTS 299)         | 3                 |
| <a href="#">INNV 200</a> | <a href="#">Applied Innovation and Changemaking</a>  | <a href="#">3</a> |
| <a href="#">PACS 201</a> | <a href="#">Equity-Based Dialogue and Engagement</a> | <a href="#">3</a> |

Plus one of the following courses:

| Course                   | Title                                                                       | Credits           |
|--------------------------|-----------------------------------------------------------------------------|-------------------|
| AIS 380                  | Practicum/Internship I (formerly ARTS 380)                                  | 3                 |
| AIS 399                  | Professional Practices II (formerly PORT 399)                               | 3                 |
| AIS 480                  | Practicum/Internship II (formerly ARTS 480) (with approval)                 | 3                 |
| CMNS 412                 | Communications Practicum                                                    | 4                 |
| COOP 110                 | Co-op Work Term I (see Note)                                                | 3                 |
| <a href="#">GDS 400</a>  | <a href="#">Global Development Capstone</a>                                 | <a href="#">3</a> |
| HIST 401                 | Practicum in History                                                        | 4                 |
| <a href="#">INNV 300</a> | <a href="#">Innovation by Design: Relational Approaches to Changemaking</a> | <a href="#">3</a> |
| PHIL 495                 | Honours Tutorial                                                            | 3                 |
| PSYC 490                 | Honours Seminar                                                             | 3                 |
| <a href="#">SJGS 300</a> | <a href="#">Social Justice and Global Stewardship Practicum/Internship</a>  | <a href="#">3</a> |
| <a href="#">SJGS 395</a> | <a href="#">Participatory Methodologies for Social Justice</a>              | <a href="#">3</a> |

Note: COOP 110 is a 6-credit course. 3 credits will be used for this requirement and 3 credits will be counted as elective credit. Students must be admitted to the Co-operative Education program in order to take COOP courses. Students are encouraged to complete the [Co-operative Education option](#) by completing COOP 120 and COOP 130 as electives in the BA.

**Memo for Program Changes**

To: College of Arts Curriculum Committee

From: Shelley Liebembuk, Director School of Creative Arts

Date: May 9, 2025

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

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

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

2. Rationale for change(s): English requirement change and Addition of a Minor

- **English requirement change:**

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

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

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

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

- **Addition of a Minor:**

Currently, under the BFA program, “Minors in [Business](#) and [Communications](#) may be added to the BFA. Minors from other program areas are not available in the BFA.” We would like to add the minor in Journalism (available as of Sept. 2025): [https://www.ufv.ca/calendar/current/ProgramsC-E/CMNS\\_JRNL.htm](https://www.ufv.ca/calendar/current/ProgramsC-E/CMNS_JRNL.htm) We are already seeing interest from creative arts students to take this minor, and we want to support this further.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to Indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The English requirement change will ensure that domestic applicants will not meet undo challenges to applying to our program. The addition of a minor option broadens student options and supports BFA students interested in Journalism.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program’s dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Bachelor of Fine Arts degree

### Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
- ~~1-2.~~ Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar
- ~~2.~~ A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note).

~~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.~~

3. Portfolio review.

#### Option 2: University entrance (for students who have post-secondary credit in BFA-related courses)

- A minimum CGPA of 2.00 on all post-secondary credits completed and one of the following:
  - 15 university-level credits in BFA-related disciplines (see Note) with a minimum GPA of 2.00 on these courses.
  - A UFV diploma in Visual Arts, Graphic and Digital Design, or Theatre.
  - A UFV Associate of Arts degree with an option in Theatre or Media and Communication Studies.

Note: For the purpose of Admissions, credits earned in the following BFA-related disciplines will be considered: Art History, Film, Graphic and Digital Design, Media Arts, Media and Communication Studies, Scholarship of Creative Arts, Theatre, and Visual Arts. Credits earned in Creative Writing courses offered by the English department will also be considered: ENGL 104, ENGL 208, ENGL 211, ENGL 212, ENGL 213, ENGL 215, ENGL 302, ENGL 303, ENGL 311, ENGL 313, ENGL 315, ENGL 373, ENGL 378, ENGL 381, ENGL 390, and ENGL 405.

#### Option 3: (for students who have post-secondary credit, but not in BFA-related courses)

1. A minimum CGPA of 2.00 on all post-secondary credits completed.
2. Portfolio review.

All applicants to the BFA must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

...

### Program requirements (majors or extended minors)

Students in the BFA must declare a major or two extended minors in Fine Arts disciplines. Majors are available in **Graphic and Digital Design** and **Visual Arts**. Extended minors can be chosen from the following:

- **Art History**
- **Creative Writing**
- **Graphic and Digital Design**
- **Media and Communication Studies**
- **Theatre**

- **Visual Arts**

Students must select at least one creative practice discipline, chosen from Creative Writing, Graphic and Digital Design, Theatre, or Visual Arts.

Extended minors in Art History and Media and Communications Studies cannot be combined with each other in the BFA. Students wishing to combine these two disciplines should pursue a **Bachelor of Arts**.

Minors in **Business and, Communications, and Journalism** may be added to the BFA. Minors from other program areas are not available in the BFA.

**Memo for Program Changes**

To: College of Arts Curriculum Committee

From: Shelley Liebembuk, Director School of Creative Arts

Date: May 9, 2025

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

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

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

2. Rationale for change(s):

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

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

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

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

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

4. What consideration has been given to Indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
  
It will ensure that domestic applicants will not meet undo challenges to applying to our program.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Bachelor of Media Arts degree

### Entrance requirements

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

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

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

#### B.C. applicants

1. B.C. secondary school graduation or equivalent.
- ~~1,2.~~ Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.
- ~~2,3.~~ A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional **Approved Grade 12 courses**.

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

#### Out-of-province applicants

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

#### Out-of-country applicants

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

### Alternatives to secondary school graduation

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

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

1. Prerequisites for **ENGL 105** or **CMNS 125**.
2. One of the following:
  - a. Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
  - b. Completion of a two-year post-secondary credential with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme) on all courses taken.
  - c. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme), calculated on all courses taken.
  - d. Completion of a three- or four-year Bachelor's degree from a recognized institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme).

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

**Memo for Program Changes**

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

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

Date: February 2, 2026

**Subject: Criminal Justice Diploma****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: Deletion of elective course option

**2. Rationale for change(s):**

Due to changes in courses, the elective requirements are being updated. CRIM 216 has been discontinued and CRIM 217 is a new course that has been approved.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A****4. What consideration has been given to Indigenizing the curriculum? N/A****5. Will additional resources be required? If so, how will these costs be covered? N/A****6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A****7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A****8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A****9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A****10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A**

## Criminal Justice diploma

A diploma program designed to prepare students for front-line/entry-level jobs in the criminal justice field. The diploma program consists of a combination of theoretical and skill development courses, and will be of interest to people who wish to pursue career paths that lead into (for example) police officers, correctional officers, immigration officers, customs inspectors, youth workers, administrative legal assistants, security guards, conservation officers, bylaw enforcement officers, community service order officers, or sheriff's officers.

### Program outline

The Criminal Justice diploma program consists of 30 credits of CRIM core requirements, 21 credits of breadth requirements, and 9 credits of CRIM and non-CRIM elective courses.

#### Core requirements: 30 credits

| Course         | Title                                                        | Credits |
|----------------|--------------------------------------------------------------|---------|
| CRIM 100       | Introduction to Criminology                                  | 3       |
| CRIM 103       | Introduction to the Criminal Justice System                  | 3       |
| CRIM 104       | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105       | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| CRIM 135       | Introduction to Canadian Law and Legal Institutions          | 3       |
| CRIM 220       | Research Methods in Criminology                              | 3       |
| CRIM 230       | Criminal Law                                                 | 3       |
| CRIM 265       | Professional Practice in Criminal Justice I                  | 3       |
| <b>Two of:</b> |                                                              | 6       |
| CRIM 240       | Comparative Criminal Justice Systems                         |         |
| CRIM 250       | Customs and Immigration Law                                  |         |
| CRIM 251       | Policing in Canada                                           |         |
| CRIM 252       | Corrections in Canada                                        |         |

#### Breadth requirements: 21 credits

| Course             | Title                                                   | Credits |
|--------------------|---------------------------------------------------------|---------|
| CMNS 125           | Introduction to Professional Communication (see Note 1) | 3       |
| <b>or</b> ENGL 105 | Academic Writing (see Note 1)                           |         |
| <b>Three of:</b>   |                                                         | 9       |
| ECON 100           | Principles of Microeconomics                            |         |
| POSC 110           | Introduction to Canadian Politics                       |         |
| PSYC 102           | Introduction to Psychology II (see Note 2)              |         |

|                |                                                      |   |
|----------------|------------------------------------------------------|---|
| SOC 101        | Introductory Sociology                               |   |
| <b>One of:</b> |                                                      | 3 |
| ANTH 211       | Aboriginal Peoples in BC: Contemporary Issues        |   |
| HIST 103       | Stó:lō History                                       |   |
| HIST 227       | History of Indigenous-Newcomer Relations in Canada   |   |
| IPK 102        | Introduction to Indigenous Peoples Knowledges        |   |
| IPK 105        | Introduction to Stó:lō People and Communities        |   |
| IPK 205        | Stó:lō Social and Governing Structures               |   |
| <b>One of:</b> |                                                      | 3 |
| AIS 108        | Academic Literacy I (formerly CSM 108)               |   |
| PHIL 100       | Reasoning: An Introduction to Critical Thinking      |   |
| PHIL 110       | Introduction to Ethics and Moral Problems            |   |
| PHIL 120       | Knowledge and Reality                                |   |
| <b>One of:</b> |                                                      | 3 |
| CMNS 235       | Public Speaking                                      |   |
| CMNS 251       | Professional Report Writing                          |   |
| CMNS 280       | Team and Small Group Communication for the Workplace |   |
| ENGL 210       | The Art of the Essay                                 |   |
| SOC 254        | Writing for the Social Sciences                      |   |

Note 1: It is recommended that students complete the first writing requirement (CMNS 125 or ENGL 105) within the first 30 credits of the program.

Note 2: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

### Elective requirements: 9 credits

| Course                  | Title                                                  | Credits |
|-------------------------|--------------------------------------------------------|---------|
| <b>At least one of:</b> |                                                        | 3       |
| CRIM 210                | Youth Crime and Youth Justice System in Canada         |         |
| CRIM 211                | Indigenous Peoples, Crime, and Criminal Justice        |         |
| CRIM 212                | Women, Crime, and Criminal Justice                     |         |
| CRIM 213                | Directed Studies                                       |         |
| CRIM 214                | Special Topics in Criminology and Criminal Justice     |         |
| CRIM 215                | Theory and Practice of Restorative Justice             |         |
| <del>CRIM 216</del>     | <del>Psychopathy and the Criminal Justice System</del> |         |
| <u>CRIM 217</u>         | <u>Family Violence</u>                                 |         |
| Plus:                   | Minimum of 3 non-CRIM credits                          | 3       |
| Plus:                   | Any 200-level credits in any discipline                | 3       |

**Memo for Program Changes**

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

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

Date: February 2, 2026

**Subject: Bachelor of Arts (Criminal Justice) Degree****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: Deletion of elective course options

**2. Rationale for change(s):**

Due to changes in courses, the elective requirements are being updated. First, CRIM 216 and CRIM 403 have been discontinued. Second, CRIM 217 is a new course that has been approved. Lastly, CRIM 240, CRIM 250, CRIM 251, CRIM 252, CRIM 335, and CRIM 419 are being removed because they are now options under our core requirements.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A****4. What consideration has been given to Indigenizing the curriculum? N/A****5. Will additional resources be required? If so, how will these costs be covered? N/A****6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A****7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A****8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A****9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A****10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A**

## Bachelor of Arts (Criminal Justice) degree

A degree program which provides advanced study beyond the Criminal Justice diploma program. The degree program enables students to acquire a liberal arts orientation and develop the research skills, knowledge base, and analytical ability necessary for graduate studies and advanced career opportunities in the criminal justice field. This program will be of interest to people already working in the criminal justice field who wish to expand their knowledge and skills, and to those who seek careers in the areas of criminal investigation, national security, evaluation research, crime prevention, criminal analysis, dispute resolution, offender case management (including probation and parole), and criminal law.

### Program outline

The Bachelor of Arts (Criminal Justice) degree program consists of 51 credits of CRIM core requirements, 33-35 credits of breadth requirements, and 34 credits of CRIM and non-CRIM elective courses.

### Core requirements: 51 credits

| Course         | Title                                                        | Credits |
|----------------|--------------------------------------------------------------|---------|
| CRIM 100       | Introduction to Criminology                                  | 3       |
| CRIM 103       | Introduction to the Criminal Justice System                  | 3       |
| CRIM 104       | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105       | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| CRIM 135       | Introduction to Canadian Law and Legal Institutions          | 3       |
| CRIM 220       | Research Methods in Criminology                              | 3       |
| CRIM 230       | Criminal Law                                                 | 3       |
| CRIM 265       | Professional Practice in Criminal Justice I                  | 3       |
| CRIM 310       | Advanced Theoretical Perspectives                            | 3       |
| CRIM 311       | Diversity, Crime, and Criminal Justice in Canada             | 3       |
| CRIM 320       | Quantitative Data Analysis                                   | 3       |
| CRIM 321       | Qualitative Research Methods                                 | 3       |
| CRIM 450       | Social Policy Analysis                                       | 3       |
| <b>Two of:</b> |                                                              | 6       |
| CRIM 240       | Comparative Criminal Justice Systems                         |         |
| CRIM 250       | Customs and Immigration Law                                  |         |
| CRIM 251       | Policing in Canada                                           |         |
| CRIM 252       | Corrections in Canada                                        |         |
| <b>Two of:</b> |                                                              | 6       |
| CRIM 335       | Human Rights in Canada and the World                         |         |
| CRIM 4100      | Hate Crimes                                                  |         |

|           |                                                                   |  |
|-----------|-------------------------------------------------------------------|--|
| CRIM 410Q | International Crimes: Local, Regional and International Responses |  |
| CRIM 410R | Illicit Network Analysis                                          |  |
| CRIM 419  | Victimology                                                       |  |

## Breadth requirements: 33-35 credits

| Course                      | Title                                                   | Credits |
|-----------------------------|---------------------------------------------------------|---------|
| CMNS 125                    | Introduction to Professional Communication (see Note 1) | 3       |
| or ENGL 105                 | Academic Writing (see Note 1)                           |         |
| <b>Three of:</b>            |                                                         | 9       |
| ECON 100                    | Principles of Microeconomics                            |         |
| POSC 110                    | Introduction to Canadian Politics                       |         |
| PSYC 102                    | Introduction to Psychology II (see Note 2)              |         |
| SOC 101                     | Introductory Sociology                                  |         |
| <b>One of:</b> (see Note 3) |                                                         | 3       |
| ANTH 211                    | Aboriginal Peoples in BC: Contemporary Issues           |         |
| HIST 103                    | Stó:lō History                                          |         |
| HIST 227                    | History of Indigenous-Newcomer Relations in Canada      |         |
| IPK 102                     | Introduction to Indigenous Peoples Knowledges           |         |
| IPK 105                     | Introduction to Stó:lō People and Communities           |         |
| IPK 205                     | Stó:lō Social and Governing Structures                  |         |
| <b>One of:</b> (see Note 4) |                                                         | 3       |
| CMNS 235                    | Public Speaking                                         |         |
| CMNS 251                    | Professional Report Writing                             |         |
| CMNS 280                    | Team and Small Group Communication for the Workplace    |         |
| ENGL 210                    | The Art of the Essay                                    |         |
| SOC 254                     | Writing for the Social Sciences                         |         |
| <b>One of:</b> (see Note 4) |                                                         | 3       |
| AIS 108                     | Academic Literacy I (formerly CSM 108)                  |         |
| PHIL 100                    | Reasoning: An Introduction to Critical Thinking         |         |
| PHIL 110                    | Introduction to Ethics and Moral Problems               |         |
| PHIL 120                    | Knowledge and Reality                                   |         |
| <b>One of:</b>              |                                                         | 3-4     |
| STAT 104                    | Introductory Statistics                                 |         |
| STAT 106                    | Statistics I                                            |         |
| PSYC 110                    | Applied Statistical Analysis in Psychology              |         |
| <b>One of:</b>              |                                                         | 3       |

|                                                                                                                                                                                                  |                                               |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| AIS 380                                                                                                                                                                                          | Practicum/Internship I (formerly ARTS 380)    |     |
| AIS 399                                                                                                                                                                                          | Professional Practices II (formerly PORT 399) |     |
| CRIM 479                                                                                                                                                                                         | Professional Practices                        |     |
| <b>Plus:</b>                                                                                                                                                                                     |                                               |     |
| Arts elective: Any 100-level or higher course from Humanities or Social Sciences, excluding CRIM                                                                                                 |                                               | 3   |
| Science elective: Any 100-level or higher BIO, CHEM, or PHYS course, or ASTR 101, ASTR 103, ASTR 104, ENV 111 (formerly GEOG 111) GEOG 103, GEOG 105, GEOG 116, KIN 163, or KIN 170 (see Note 5) |                                               | 3-4 |

Note 1: It is recommended that students complete the first writing requirement (CMNS 125 or ENGL 105) within the first 30 credits of the program.

Note 2: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

Note 3: It is recommended that students complete the Indigenous course within the first 60 credits of the program.

Note 4: It is recommended that students complete the second oral/writing requirement (CMNS 235, CMNS 251, CMNS 280, ENGL 210, or SOC 254) and critical thinking requirement (AIS 108, PHIL 100, PHIL 110, or PHIL 120) within the first 60 credits of the program.

Note 5: It is recommended that students complete the science requirement in the first 60 credits of the program.

## Elective requirements: 34-36 credits

- A minimum of 12 credits must be taken outside of CRIM.
- At least one elective must be selected from the following list: CRIM 210, CRIM 211, CRIM 212, CRIM 213, CRIM 214, CRIM 215, ~~CRIM 216, CRIM 217, CRIM 240, CRIM 250, CRIM 251, CRIM 252~~, CRIM 330, ~~CRIM 335~~, CRIM 400, CRIM 402, ~~CRIM 403~~, CRIM 410, CRIM 411, CRIM 412, CRIM 414, CRIM 416, CRIM 418, ~~CRIM 419~~.
- The remaining credits may be taken from any discipline 100-level and higher.
- At least 21 credits must be upper-level.

Note: Students should plan their lower-level electives to ensure they will have the necessary prerequisites for the required upper-level non-criminology electives.

**Memo for Course Changes**

To: CACC

From: Heather McAlpine, English department head

Date: 19 January 2026

**Subject: Proposal for revision of ENGL 310**

*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:

Update learning outcomes and description for six-year review. Learning outcomes explicitly include addressing historical contexts including race, class, gender, and colonialism. They refer to "ethical" use of sources, rather than simply competence. They no longer specify the assignment of a sustained essay of 2,000 words in the learning outcomes, leaving open the possibility of other options for students to demonstrate their analytical insights and knowledge of course material.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)?
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 plays and masques that are the subject of this course were written in the late 16th and early 17th century, during the beginnings of English colonization of Turtle Island. Critically assessing these

works can strengthen learners to situate themselves in history and empower them to create new work from their own perspectives.

In terms of content, instructors can draw on scholarship that situates the work historically in relation to early histories of colonization.

In terms of pedagogy and assignments, the revised course outline removes the demand that analysis be demonstrated in "a sustained essay of at least 2000 words" allowing for other ways for students to demonstrate their insights. Students may work collaboratively on writing or projects, or show their analysis through creating their own adaptation.

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

The revised course outline includes in the learning outcomes attention to early modern language and current scholarly discussions addressing race, colonialism, and gender and sexuality.

The revised course outline removes the demand that analysis be demonstrated in "a sustained essay of at least 2000 words" allowing for other ways for students to demonstrate their insights. Student may work collaboratively on writing or projects, or show their analysis through creating their own adaptation.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$90



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2023  
**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> ENGL 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Early Modern English Drama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Early Modern English Drama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a representative selection of sixteenth and seventeenth century English plays and performances, excluding Shakespeare's plays, taking into account historical contexts as well as contemporary critical contexts.                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Yes; 1 repeat 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>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 19, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 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. Evaluate performance decisions in relation to the texts of early modern plays, historical context, and current issues.
2. Analyze the language and structure of selected early modern plays, including language of race, class, and gender.
3. Apply knowledge of early modern social and historical contexts to early modern drama.
4. Articulate reflective, analytical, and critical responses to early modern plays.
5. Engage with current scholarly discussions of early modern plays, including those addressing race, colonialism, class, and gender and sexuality.
6. Make effective and ethical use of primary and secondary sources using MLA style.

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

|             |     |              |     |                      |     |
|-------------|-----|--------------|-----|----------------------|-----|
| Final exam: | 15% | Assignments: | 70% | Holistic assessment: | 15% |
|             | %   |              | %   |                      | %   |

**Details:**

- Class presentation or written assignment: 20%
- Short written assignment: 20%
- Longer written assignment: 30%
- Final exam: 15%
- Holistic assessment, such as discussion posts, reflective journal entries, or other contributions to the learning environment: 15%

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

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

Lecture/seminar/audio-visual material; attendance at one live performance.

**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 | Ben Jonson                                   | The Masque of Queens,<br><a href="https://www.hollowaypages.com/jonson1692fame.htm">https://www.hollowaypages.com/jonson1692fame.htm</a> |      |
| 1. Book            | Thomas Kyd                                   | The Spanish Tragedy, Broadview                                                                                                           | 2016 |
| 2. Book            | Christopher Marlowe                          | Tamburlaine the Great, Part One and Part Two                                                                                             | 2014 |
| 3. Book            | Thomas Dekker                                | The Roaring Girl                                                                                                                         | 2008 |
| 4. Book            | Thomas Dekker, John Ford, and William Rowley | The Witch of Edmonton                                                                                                                    | 2001 |
| 5. Book            | John Lyly                                    | Galatea, Manchester UP                                                                                                                   | 2008 |

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

**Course Content and Topics**

- Reading early modern plays
- Revenge tragedy and Anglo-Spanish relations: *The Spanish Tragedy*
- Fantasies of power: *Tamburlaine*
- Ovidian transformations and ecology: *Galatea*
- Gender and genre: *The Roaring Girl*
- Court performance: *The Masque of Queens*
- True crime: *The Witch of Edmonton*

**Memo for Program Changes**

To: Dana Landry, Chair, UEC

From: Heather McAlpine, Department Head, English

Date: February 19, 2026

**Program Change for English major**

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

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

1. Discontinue the Drama concentration

2. Housekeeping issues to clean up and clarify our program requirements

## 2. Rationale for change(s):

1. The discontinuation of the Drama concentration was a recommendation made in the 2025 English program review.

2. Program requirements: English would like to rearticulate the program requirements by updating course lists to be sure that all the appropriate courses are included.

-Some of the CanLit courses are missing from the list of courses that meet the CanLit breadth requirement for the program

-Some of the contemporary literatures in Canada courses are missing from the upper-level requirements for the Creative Writing (CW) concentration

-Currently the Indigenous literature courses are included in both the Global Lit breadth requirement and the Canadian Lit breadth requirement. We'd like to update the requirements so that ENGL 228 (Indigenous Literature) counts towards the CanLit requirement, rather than the Global Lit requirement

- Update the CW concentration breadth requirements to align with the breadth requirements for the major

-Finally, English would like to include for the Writing and Rhetoric concentration the same breadth requirements that we require for the major and the CW concentration

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

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

Discontinuing the Drama concentration will not limit or remove Indigenous content that would otherwise be available.

We are not making any substantial curricular changes. However, including Indigenous literature courses in the CanLit requirement does constitute an important step towards Indigenizing and decolonizing the program, because it centres Indigenous literature, not as a separate elective, but as a core part of what we understand to be literatures in Canada, with equal standing to other courses in this field.

Including our Indigenous literature courses in the list of courses that fulfil our CanLit breadth requirement makes more sense, both programmatically and pedagogically, than including them in the Global lit requirement. It's worth noting that the official course outline for ENGL 228 identifies a focus on Indigenous literature in a Canadian context.

We have met with the Indigenous Curriculum Developer at the Centre for Teaching and Learning to discuss the implications of our inclusion of Indigenous literature under the Literatures in Canada umbrella. As part of those discussions, we explored possible connections between "Indigenous" literature courses and "Global" literature courses that can be developed as our course offerings develop.

While current resources prevent us from having a separate Indigenous literature program requirement at this time, we recognize the need for more Indigenous literature courses, especially at the 300-level, that would provide pathways for students to pursue this area of study and help sustain the interest and momentum that develops at the 200-level.

As a department, we seek to find ways to better support our global literature courses, particularly at the early levels, and to communicate the importance of this breadth requirement to our students. Clarifying what we mean by "global literature" is one way of doing that.

5. Will additional resources be required? If so, how will these costs be covered? NA
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Since Fall 2024 English has had no enrolment in the Drama concentration. Therefore, English does not anticipate this discontinuation will have any impact on enrolment. Cleaning up our breadth requirements will result in students having more choice when it comes to course selection.

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? NA
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.). NA

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. [NA](#)
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.

[We understand that a memo from the Dean is no longer required when there are no budgetary implications for the changes we propose.](#)

**Summary of Proposed Program Changes (see Calendar Copy):**

**ADD to Breadth Requirement for English Major**

**-Canadian Literature Requirement:**

ENGL361 (Drama in Canada)

ENGL 228 (Indigenous Literature)

ENGL 223F (Literary and Narrative Tradition: Indigenous Narrative Traditions)

**REMOVE from Breadth Requirement for English Major, English Literature**

**-Global Literature Requirement:**

ENGL 228 (Indigenous Literatures)

**ADD to Upper-Level Requirement for English Major, Creative Writing concentration**

ENGL 362 (Literature of British Columbia)

ENGL 358 (Modern Poetry in Canada)

**ADD to Breadth Requirement for English Major, Creative Writing concentration**

**-Canadian Literature Requirement:**

ENGL 228 (Indigenous Literature)

ENGL 223 F (Literary and Narrative Tradition: Indigenous Narrative Traditions)

ENGL 361 Drama in Canada

**-Global Literature Requirement**

ENGL 223C (Literary and Narrative Tradition: The South Asian Tradition)

**REMOVE from Breadth Requirements for English Major, Creative Writing concentration**

**-Global Literature Requirement**

ENGL 228 (Indigenous Literature)

**ADD the same updated breadth requirements for the Writing and Rhetoric concentration that we require for the major and the CW concentration**

**REMOVE Drama concentration**

## English major, ~~English Literature~~

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 21 credits

| Course   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| ENGL 105 | Academic Writing                                           | 3       |
| Plus:    | Three additional 100-level credits from ENGL 108 or higher | 3       |
| ENGL 200 | Introduction to Literary Critical Methods                  | 3       |
| ENGL 201 | British Literature: 700–1700                               | 3       |
| ENGL 202 | British Literature: 1700–1930                              | 3       |
| Plus:    | Six additional credits of 200-level ENGL                   | 6       |

### Upper-level requirements: 32 credits

| Course                     | Title                                       | Credits |
|----------------------------|---------------------------------------------|---------|
| <b>Two of:</b>             |                                             | 8       |
| ENGL 301                   | Greek Epic and Drama in Translation         |         |
| ENGL 304                   | Topics in Medieval Literature               |         |
| ENGL 306                   | Chaucer                                     |         |
| ENGL 308                   | Early Modern Poetry and Prose               |         |
| ENGL 309                   | Topics in Renaissance Literature            |         |
| ENGL 310                   | Early Modern Drama                          |         |
| ENGL 312                   | Shakespeare                                 |         |
| ENGL 316                   | Milton                                      |         |
| ENGL 318                   | Literature and the Enlightenment, 1660-1750 |         |
| ENGL 319                   | The Eighteenth-Century Novel                |         |
| <b>Eight credits from:</b> |                                             | 8       |
| ENGL 321–363               | Any ENGL courses numbered 321–363           |         |
| ENGL 368                   | Topics in Drama                             |         |
| ENGL 369                   | World Literature                            |         |
| <b>Plus:</b>               |                                             |         |
|                            | 16 credits from ENGL 301–490                | 16      |

### Breadth requirements

The Literatures in Canada and Global Literatures breadth requirements can be completed as part of the 53 credits required for the English major, ~~English Literature~~.

### Literatures in Canada

One of the following courses:

| Course                                | Title                                                                        | Credits      |
|---------------------------------------|------------------------------------------------------------------------------|--------------|
| ENGL 240                              | An Introduction to Literatures in Canada                                     | 3            |
| ENGL 253/ THEA 250                    | Storytelling                                                                 | 3            |
| <del>ENGL 228</del>                   | <del>Indigenous Literature</del>                                             | <del>3</del> |
| <del>ENGL 223F</del>                  | <del>Literary and Narrative Tradition: Indigenous Narrative Traditions</del> | <del>3</del> |
| ENGL 354                              | Poetry and Prose in Canada, Beginnings to 1920                               | 4            |
| ENGL 356                              | Modern Prose in Canada                                                       | 4            |
| ENGL 358                              | Modern Canadian Poetry                                                       | 4            |
| ENGL 360                              | Topics in Literatures in Canada                                              | 4            |
| ENGL 362                              | Literature of British Columbia                                               | 4            |
| <del>ENGL 361</del> <del>ENGL-3</del> | <del>Drama in Canada</del>                                                   | <del>4</del> |

### Global Literatures

One of the following courses:

| Course              | Title                                                       | Credits      |
|---------------------|-------------------------------------------------------------|--------------|
| ENGL 223C           | Literary and Narrative Tradition: The South Asian Tradition | 3            |
| <del>ENGL 228</del> | <del>Indigenous Literatures</del>                           | <del>3</del> |
| ENGL 245            | Introduction to South Asian Literature                      | 3            |
| ENGL 367/ ANTH 367  | Culture and Theory of Diaspora                              | 4            |
| ENGL 369            | World Literature                                            | 4            |
| ENGL 380            | South Asian Literature                                      | 4            |
| ENGL 384            | Topics in South Asian Diaspora Literature                   | 4            |

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, UFV recommends at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romantics, Victorian Novel, or Victorian Poetry; Modern British Literature or Modernism; Canadian Literature; American Literature; Indigenous Literatures; Global and Diasporic Literatures; Literary Theory, History of Criticism, or Advanced Composition.

### English major, Creative Writing concentration

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

#### Lower-level requirements: 18 credits

| Course   | Title            | Credits |
|----------|------------------|---------|
| ENGL 105 | Academic Writing | 3       |

|                    |                                                                                |   |
|--------------------|--------------------------------------------------------------------------------|---|
| Plus:              | Three additional credits of 100-level ENGL                                     | 3 |
| Plus:              | Six credits of 200-level ENGL, which can include ENGL 253/THEA 250 (see Notes) | 6 |
| <b>Two of:</b>     |                                                                                | 6 |
| ENGL 208           | Creative Writing: Screenwriting                                                |   |
| ENGL 211           | Creative Writing: Playwriting                                                  |   |
| ENGL 212           | Creative Writing: Short Fiction                                                |   |
| ENGL 213           | Creative Writing: Poetry                                                       |   |
| ENGL 215           | Creative Writing: Creative Non-Fiction                                         |   |
| ENGL 253/ THEA 250 | Storytelling (see Note 2)                                                      |   |

Note 1: At least one of ENGL 201, ENGL 202, ENGL 223, or ENGL 253/THEA 250 is recommended.

Note 2: ENGL 253/THEA 250 can only be used to satisfy one lower-level requirement, in addition to the Literatures in Canada breadth requirement.

#### **Upper-level requirements: 36 credits**

| <b>Course</b>      | <b>Title</b>                                    | <b>Credits</b> |
|--------------------|-------------------------------------------------|----------------|
| <b>Two of:</b>     |                                                 | 8              |
| ENGL 301           | Greek Epic and Drama in Translation             |                |
| ENGL 304           | Topics in Medieval Literature                   |                |
| ENGL 306           | Chaucer                                         |                |
| ENGL 308           | Early Modern Poetry and Prose                   |                |
| ENGL 309           | Topics in Renaissance Literature                |                |
| ENGL 310           | Early Modern Drama                              |                |
| ENGL 312           | Shakespeare                                     |                |
| ENGL 316           | Milton                                          |                |
| ENGL 318           | Literature and the Enlightenment, 1660-1750     |                |
| ENGL 319           | The Eighteenth-Century Novel                    |                |
| <b>Four of:</b>    |                                                 | 16             |
| ENGL 302           | Creative Writing: Advanced Short Fiction        |                |
| ENGL 303           | Creative Writing: Historical Fiction            |                |
| ENGL 311           | Creative Writing: Novel                         |                |
| ENGL 313           | Creative Writing: Advanced Poetry               |                |
| ENGL 315           | Creative Writing: Children's Literature         |                |
| ENGL 373/ JRNL 373 | Creative Writing: Advanced Creative Non-Fiction |                |
| ENGL 378           | Creative Writing: Advanced Screenwriting        |                |
| ENGL 381           | Creative Writing: Advanced Playwriting          |                |
| ENGL 390           | Creative Writing: Special Topics                |                |
| ENGL 405           | Seminar in Creative Writing (see Note 1)        |                |

|                          |                                                                                                 |   |
|--------------------------|-------------------------------------------------------------------------------------------------|---|
| <b>One of:</b>           |                                                                                                 | 4 |
| ENGL 356                 | Modern Prose in Canada                                                                          |   |
| <a href="#">ENGL 358</a> | <a href="#">Modern Poetry in Canada</a>                                                         |   |
| ENGL 360                 | Topics in Literatures in Canada                                                                 |   |
| ENGL 361                 | <del>Canadian</del> Drama <a href="#">in Canada</a>                                             |   |
| <a href="#">ENGL 362</a> | <a href="#">Literatures of BC</a>                                                               |   |
| <b>Plus:</b>             |                                                                                                 |   |
|                          | Four credits of upper-level ENGL, excluding courses designated as creative writing (see Note 2) | 4 |
| ENGL 405                 | Seminar in Creative Writing (see Note 1)                                                        | 4 |
| or ENGL 490              | Directed Studies in English (see Note 3)                                                        |   |

Note 1: ENGL 405 can only be used to satisfy one requirement.

Note 2: The following upper-level courses are designated as creative writing courses: ENGL 302, ENGL 303, ENGL 311, ENGL 313, ENGL 315, ENGL 373, ENGL 378, ENGL 381, ENGL 390, and ENGL 405.

Note 3: ENGL 490 must be focused on a creative writing project.

### **Breadth requirements**

The Literatures in Canada and Global Literatures breadth requirements can be completed as part of the 54 credits required for the Creative Writing concentration.

### **Literatures in Canada**

One of the following courses:

| Course                     | Title                                                                             | Credits           |
|----------------------------|-----------------------------------------------------------------------------------|-------------------|
| <a href="#">ENGL 223 F</a> | <a href="#">Literary and Narrative Tradition: Indigenous Narrative Traditions</a> | <a href="#">3</a> |
| <a href="#">ENGL 228</a>   | <a href="#">Indigenous Literature</a>                                             | <a href="#">3</a> |
| ENGL 240                   | An Introduction to Literatures in Canada                                          | 3                 |
| ENGL 253/ THEA 250         | Storytelling (see Note)                                                           | 3                 |
| ENGL 354                   | Poetry and Prose in Canada, Beginnings to 1920                                    | 4                 |
| ENGL 356                   | Modern Prose in Canada                                                            | 4                 |
| ENGL 358                   | Modern Canadian Poetry                                                            | 4                 |
| ENGL 360                   | Topics in Literatures in Canada                                                   | 4                 |
| <a href="#">ENGL 361</a>   | <a href="#">Drama in Canada</a>                                                   |                   |
| ENGL 362                   | Literature of British Columbia                                                    | 4                 |

### **Global Literatures**

One of the following courses:

| Course                    | Title                                                                       | Credits           |
|---------------------------|-----------------------------------------------------------------------------|-------------------|
| <a href="#">ENGL 228</a>  | <del>Indigenous Literatures</del>                                           | <a href="#">3</a> |
| <a href="#">ENGL 223C</a> | <a href="#">Literary and Narrative Tradition: The South Asian Tradition</a> | <a href="#">3</a> |

|                    |                                           |   |
|--------------------|-------------------------------------------|---|
| ENGL 245           | Introduction to South Asian Literature    | 3 |
| ENGL 367/ ANTH 367 | Culture and Theory of Diaspora            | 4 |
| ENGL 369           | World Literature                          | 4 |
| ENGL 380           | South Asian Literature                    | 4 |
| ENGL 384           | Topics in South Asian Diaspora Literature | 4 |

Note: ENGL 253/THEA 250 can only be used to satisfy one requirement.

### **English major, Drama concentration**

This section specifies the major discipline requirements only. Please refer to the **Bachelor of Arts** section for information on additional requirements.

#### **Lower-level requirements: 18 credits**

| Course            | Title                                                      | Credits |
|-------------------|------------------------------------------------------------|---------|
| ENGL 105          | Academic Writing                                           | 3       |
| Plus:             | Three additional 100-level credits from ENGL 108 or higher | 3       |
| ENGL 233/THEA 203 | Performance History I: Antiquity to 1900                   | 3       |
| ENGL 234/THEA 204 | Performance History II: 1900-Present                       | 3       |
| Plus:             | Six additional credits of 200-level ENGL                   | 6       |

#### **Upper-level requirements: 30-32 credits**

| Course            | Title                                       | Credits |
|-------------------|---------------------------------------------|---------|
| <b>Two of:</b>    |                                             | 8       |
| ENGL 301          | Greek Epic and Drama in Translation         | -       |
| ENGL 304          | Topics in Medieval Literature               | -       |
| ENGL 306          | Chaucer                                     | -       |
| ENGL 308          | Early Modern Poetry and Prose               | -       |
| ENGL 309          | Topics in Renaissance Literature            | -       |
| ENGL 316          | Milton                                      | -       |
| ENGL 318          | Literature and the Enlightenment, 1660-1750 | -       |
| ENGL 319          | The Eighteenth-Century Novel                | -       |
| <b>Three of:</b>  |                                             | 10-12   |
| ENGL 310          | Early Modern Drama                          | -       |
| ENGL 312          | Shakespeare                                 | -       |
| ENGL 361          | Canadian Drama                              | -       |
| ENGL 365/THEA 301 | Theatrical Modernisms (discontinued)        | -       |
| ENGL 368          | Topics in Drama                             | -       |
| THEA 305          | Theatre for Young Audiences (discontinued)  | -       |
| THEA 306/MUSC 306 | History of Musical Theatre (discontinued)   | -       |
| THEA 307          | Intercultural Theatre and Performance       | -       |
| THEA 360          | Special Topics in Performance Studies       | -       |

|          |                                   |    |
|----------|-----------------------------------|----|
| THEA 401 | Performance Theory (discontinued) | -  |
| Plus:    |                                   | -  |
| -        | 12 credits from ENGL 301-490      | 12 |

### English major, Writing and Rhetoric concentration

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

#### Lower-level requirements: 21 credits

| Course         | Title                                           | Credits |
|----------------|-------------------------------------------------|---------|
| ENGL 105       | Academic Writing                                | 3       |
| Plus:          | Three 100-level credits from ENGL 104 or higher | 3       |
| ENGL 200       | Introduction to Literary Critical Methods       | 3       |
| <b>Two of:</b> |                                                 | 6       |
| ENGL 209       | The Structure of the English Language           |         |
| ENGL 210       | The Art of the Essay                            |         |
| ENGL 214       | Rhetoric for Contemporary Writers               |         |
| ENGL 271       | Topics in Contemporary Rhetoric                 |         |
| Plus:          | Six additional credits of 200-level ENGL        | 6       |

#### Upper-level requirements: 32 credits

| Course          | Title                                       | Credits |
|-----------------|---------------------------------------------|---------|
| <b>Two of:</b>  |                                             | 8       |
| ENGL 301        | Greek Epic and Drama in Translation         |         |
| ENGL 304        | Topics in Medieval Literature               |         |
| ENGL 306        | Chaucer                                     |         |
| ENGL 308        | Early Modern Poetry and Prose               |         |
| ENGL 309        | Topics in Renaissance Literature            |         |
| ENGL 310        | Early Modern Drama                          |         |
| ENGL 312        | Shakespeare                                 |         |
| ENGL 316        | Milton                                      |         |
| ENGL 318        | Literature and the Enlightenment, 1660-1750 |         |
| ENGL 319        | The Eighteenth-Century Novel                |         |
| <b>Four of:</b> |                                             | 16      |
| ENGL 370        | History of the English Language             |         |
| ENGL 374        | Rhetoric: Advanced Composition              |         |
| ENGL 376        | Rhetoric: An Historical Survey              |         |
| ENGL 379        | Rhetoric: Composition Teaching              |         |
| ENGL 386        | Figurative Language                         |         |
| Plus:           | Eight credits from ENGL 301-490             |         |

### **Breadth requirements**

The Literatures in Canada and Global Literatures breadth requirements can be completed as part of the 54 credits required for the Writing and Rhetoric concentration.

### **Literatures in Canada**

One of the following courses:

| <b>Course</b>                      | <b>Title</b>                                                                      | <b>Credits</b>    |
|------------------------------------|-----------------------------------------------------------------------------------|-------------------|
| <a href="#">ENGL 240</a>           | <a href="#">An Introduction to Literatures in Canada</a>                          | <a href="#">3</a> |
| <a href="#">ENGL 253/ THEA 250</a> | <a href="#">Storytelling</a>                                                      | <a href="#">3</a> |
| <a href="#">ENGL 228</a>           | <a href="#">Indigenous Literature</a>                                             | <a href="#">3</a> |
| <a href="#">ENGL 223F</a>          | <a href="#">Literary and Narrative Tradition: Indigenous Narrative Traditions</a> | <a href="#">3</a> |
| <a href="#">ENGL 354</a>           | <a href="#">Poetry and Prose in Canada, Beginnings to 1920</a>                    | <a href="#">4</a> |
| <a href="#">ENGL 356</a>           | <a href="#">Modern Prose in Canada</a>                                            | <a href="#">4</a> |
| <a href="#">ENGL 358</a>           | <a href="#">Modern Canadian Poetry</a>                                            | <a href="#">4</a> |
| <a href="#">ENGL 360</a>           | <a href="#">Topics in Literatures in Canada</a>                                   | <a href="#">4</a> |
| <a href="#">ENGL 362</a>           | <a href="#">Literature of British Columbia</a>                                    | <a href="#">4</a> |
| <a href="#">ENGL 361</a>           | <a href="#">Drama in Canada</a>                                                   | <a href="#">4</a> |

### **Global Literatures**

One of the following courses:

| <b>Course</b>                      | <b>Title</b>                                                                | <b>Credits</b>    |
|------------------------------------|-----------------------------------------------------------------------------|-------------------|
| <a href="#">ENGL 223C</a>          | <a href="#">Literary and Narrative Tradition: The South Asian Tradition</a> | <a href="#">3</a> |
| <a href="#">ENGL 245</a>           | <a href="#">Introduction to South Asian Literature</a>                      | <a href="#">3</a> |
| <a href="#">ENGL 367/ ANTH 367</a> | <a href="#">Culture and Theory of Diaspora</a>                              | <a href="#">4</a> |
| <a href="#">ENGL 369</a>           | <a href="#">World Literature</a>                                            | <a href="#">4</a> |
| <a href="#">ENGL 380</a>           | <a href="#">South Asian Literature</a>                                      | <a href="#">4</a> |
| <a href="#">ENGL 384</a>           | <a href="#">Topics in South Asian Diaspora Literature</a>                   | <a href="#">4</a> |

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, UFV recommends at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romanticism, Victorian Novel, or Victorian Poetry; Modern British Literature or Modernism; Canadian Literature; American Literature; Indigenous Literatures; Global and Diasporic Literatures; Literary Theory, History of Criticism, or Advanced Composition.

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: December 19, 2025

Subject: Proposal for revision of ADED 370 Directed 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
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

Rationale for change: Regular 6-year update enabling the course outline (official) to reflect more accurately what is taught and learned. The learning outcomes have been updated to emphasize the integration of decolonization, Indigenization, equity, diversity, and inclusion (EDI) principles within this capstone course. These changes align with program goals of developing critically reflective practitioners, who can bridge theory and practice in transformative ways. Specifically, these outcomes contribute to the Institutional Learning Outcomes (ILOs) by requiring students to:

- Demonstrate Information Literacy - Through conducting literature searches and environmental scans.
  - Communicate Effectively - By creating professional products such as project proposals, curriculum guides, or research papers.
  - Engage in Reflective Practice - By analyzing their own learning processes and progress throughout the course.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  3. Which program areas have been consulted about the change(s)? N/A
  4. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United](#)

[Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). ADED 370 contributes to Indigenizing the Academy by embedding Indigenous perspectives directly into the foundation of the student's independent work. The calendar description states an emphasis on Indigenization and decolonization as a core component of the course focus. Students are required to explore "personally meaningful projects" that may integrate Indigenous perspectives.

5. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed to be inclusive and responsive to diverse student needs. The course is a supervised, independent study that allows for "multiple delivery modes" to accommodate different learner contexts and environments. The course description highlights "equity, diversity, and inclusion" as key pieces for the design of the student's project. The evaluation methods are flexible and negotiated through a learning contract, allowing students to design products (such as consultant guides or community-based reports) that are relevant to their specific social or professional contexts.
6. 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**
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
No textbooks or other materials required



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 370                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Directed Studies<br><b>Course Short Title:</b> Directed Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>This supervised, independent, upper-level course guides students in integrating and applying their knowledge of adult education theories, principles, and practices through research-based work. With an emphasis on decolonization, Indigenization, equity, diversity, and inclusion, students design and create a product that bridges theory and practice while contributing to just and transformative adult education. If students will be gathering data from human subjects, they must complete the research ethics approval process. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | ADED 390, ADED 408, and ADED 425.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <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>Credit/No Credit</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>6</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                            |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>It is a capstone course to demonstrate that students can apply what they have learned in their course work in a relevant project. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                 |  |

**Learning Outcomes**

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

1. Explore possibilities for a personally meaningful project that integrates adult education theories, principles, and practices; equity, diversity, decolonization, and inclusion principles; Indigenous perspectives; etc.
2. Identify a feasible project for an adult education context, taking into consideration time frame, cost, practicability, etc.
3. Develop an action plan corresponding to the independent study.
4. Conduct a literature search, preliminary environmental scan, or other data gathering activity in preparation for the project.
5. Produce a foundational research or project artifact (e.g., literature review, environmental scan, or data collection instruments) that demonstrates readiness for independent synthesis.
6. Analyze personal learning trajectories to determine directions for advanced study or professional practice.

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

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

**Details:**

Possible evaluation methods among others include:

- Weekly reports of progress
- Weekly learning journal entries submitted for feedback
- Submission of early drafts of documents/products for feedback
- Submission of interview protocols for review and feedback
- Submission of interview/data analysis for feedback
- Submission of analysis/reflection on feedback on product provided by peers/colleagues
- Presentation of results to an Adult Education class/group of peers in the workplace/etc.
- Submission of final product for evaluation and/or publication
- Submission of reflective analysis of learning journey throughout course
- Literature review or annotated bibliography

**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.*)

To be determined on an individual basis.

**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.   | To be determined on an individual basis |                                      |      |
| 2.   |                                         |                                      |      |
| 3.   |                                         |                                      |      |
| 4.   |                                         |                                      |      |
| 5.   |                                         |                                      |      |

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

**Course Content and Topics**

To be determined on an individual basis.

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: December 19, 2025

Subject: Proposal for revision of ADED 446 Community-based Adult Education Methods

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

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

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

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

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

The updated learning outcomes for ADED 446 emphasize the integration of decolonial, anti-oppressive, and transformative practices within community-based contexts. These outcomes align with program goals of fostering ethical and socially responsible adult educators. They contribute to the Institutional Learning Outcomes (ILOs) by requiring students to:

- Engage in Critical Self-Reflection: Students must align their work with Indigenous, decolonial, and inclusive practices.
  - Demonstrate Information Literacy and Problem-Solving: Students develop strategies to assess community needs and map community assets.
  - Communicate Effectively: Through assignments such as grant proposal writing and case studies.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A

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

ADED 446 is rooted in decolonial and Indigenous-aligned pedagogy. The course explicitly focuses on working with community members in "ethical, decolonial, and transformative ways". Students are required to integrate decolonial methods and engage in critical self-reflection to ensure alignment with Indigenous practices. The course content includes specific weeks dedicated to "Decolonized and anti-oppressive practices". Assignments like the personal position paper on non-traditional methods encourage students to explore alternative, Indigenous ways of teaching and learning.

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

The course prioritizes EDI through its focus on community-based, non-formal education. The outline includes dedicated topics on "Power and privilege," "Anti-oppressive practices," and "Arts-based approaches to community engagement". By exploring influences such as spiritual, social, political, and environmental factors across different geographic regions, the course promotes a global and diverse perspective on education. The evaluation methods include reflections on background/experience and thought papers, allowing students to bring their diverse personal histories into their academic work.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0 - \$50 Textbook purchase is optional.

**CWC comment and response:**

- Inclusion of "international contexts" in the calendar description seems like a lofty goal. Are the community contexts more than local?

*The inclusion of "international contexts" is supported by both our resources and specific learning outcomes:*

- *Literature Support: The required text, Community development practice: From Canadian and global perspectives, provides the necessary global framework.*
- *Geographic Scope: LO #3 explicitly requires students to articulate influences on community-based education in "different geographic regions".*
- *Implementation: While students are not traveling, they engage with global case studies to fulfill these requirements.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 446                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Community-Based Adult Education Methods                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Community-Based ADED Methods                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explore philosophical foundations and historical practices of community-based adult education considering economic, spiritual, social, political, and environmental influences in local and international contexts. Analyze informal and non-formal approaches to work with community members, groups, and organizations in ethical, decolonial, and transformative ways.               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | 30-university-level credits or department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>ADED 336</b><br>Cross-listed with:<br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <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>25</b> |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12 | Tutorials/workshops | 33 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                         | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                     | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                       |           | <b>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 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Describe the philosophical foundations and theories of community-based adult education.
2. Explore historical origins and contemporary practices in relation to community-based adult education.
3. Articulate the implications of social, political, spiritual, environmental, historical, and economic influences on community-based adult education in different geographic regions.
4. Integrate non-formal and informal methods such as decolonial, anti-oppressive, arts-based, and other approaches in conceptualizing ways of working with community.
5. Develop strategies to assess community needs and map out community assets and potential stakeholders in response to identified issues.
6. Engage in critical self-reflection to ensure alignment with Indigenous, decolonial, anti-oppressive, inclusive, ethical, and transformative practices.

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

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

**Details:**

Assignment one: Reflection on background and experience – 10%

Assignment two: Reflective paper – 25%

Assignment three: Reaction or thought paper – 20%

Assignment four: Case study – 25%

Assignment five: Personal position paper regarding the use of non-traditional methods in adult education – 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.*)

Readings, discussions, group discussions, student demonstrations, lectures, written projects, guest speakers, online presentations

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

| Type               | Author or description   | Title and publication/access details                                                                                                                                                                                                                                                             | Year |
|--------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book            | Brown, J., & Hannis, D. | Community Development in Canada, Pearson Canada                                                                                                                                                                                                                                                  | 2023 |
| 2. Online resource | Hasan M.                | Community development practice: From Canadian and global perspectives. Centennial College<br><a href="https://ecampusontario.pressbooks.pub/communitydevelopmentpractice">https://ecampusontario.pressbooks.pub/communitydevelopmentpractice</a> .<br>Licensed <a href="#">CC BY-NC-SA 4.0</a> . | 2022 |
| 3.                 |                         |                                                                                                                                                                                                                                                                                                  |      |
| 4.                 |                         |                                                                                                                                                                                                                                                                                                  |      |
| 5.                 |                         |                                                                                                                                                                                                                                                                                                  |      |

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

**Course Content and Topics**

1. What is community adult education?
2. Philosophies and theories
3. Methods and approaches
4. Arts-based approaches to community engagement
5. Community assets
6. Needs assessment
7. Grant proposal writing
8. Decolonized and anti-oppressive practices
9. Power and privilege
10. Cultural competency and humanity
11. Case studies
12. Presentations
13. Reflection, closure, and farewell

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: December 19, 2025

**Subject: Proposal for revision of ADED 470 Synthesis Project I**

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

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

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

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

We acknowledge the importance of foundational research skills for a 400-level capstone project. ADED 370 is being added to the pre/corequisites to ensure students possess the "foundational product" required by LO #1.

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

The learning outcomes for ADED 470 focus on the high-level synthesis and application of adult education concepts, philosophies, and knowledge. These outcomes align with program goals of graduating self-directed, reflective practitioners. They contribute to the Institutional Learning Outcomes (ILOs) by requiring students to:

- Demonstrate Professional Competence: Students create a professional product such as a research paper, curriculum, or consultant guide.
- Engage in Critical Self-Reflection: Students must self-assess their learning journey and its relationship to their practice to identify future professional development needs.
- Communicate Effectively: Students articulate their learning through a final product and potentially present results to peers or workplace groups.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

ADED 470 provides a flexible, supervised framework that allows for the deep integration of Indigenous-focused perspectives:

- The course utilizes an individual learning contract, which provides space for students to design projects centered on Indigenous adult education or community-based practices.
  - Students are encouraged to synthesize philosophies and knowledge directly related to their specific field of practice, which may include decolonization or Indigenous ways of knowing.
  - The supervised directed learning model allows faculty to mentor students in the ethical inclusion of Indigenous knowledge.
  - The course outline specifically prompts the inclusion of Indigenous knowledge sources within the resource materials determined by the learning contract.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The course is designed to be accessible and responsive to a diverse student body:  
Evaluation is 100% assignment-based and tailored via a learning contract, ensuring that assessment methods respect diverse professional backgrounds and ways of demonstrating knowledge. The course is offered in multiple delivery modes, which helps remove barriers for students with different geographical or accessibility needs. Because the project is a "personal synthesis," students from diverse backgrounds can choose topics that address equity and social justice issues within their specific communities or workplaces.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): No cost for textbooks or other material

**CWC comment and response:**

- How does the Credit/No Credit structure work with the learning contract? This seems inconsistent with the evaluation methods; how is CR/No CR decided? How much has to be completed to count? How is competency assessed?  
*The CR/NC grading system is managed through an approved individual learning contract. While the evaluation suggests a 100% assignment weight, this represents the aggregate fulfillment of the contract terms through progress reports, drafts, and the final synthesis product.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: ADED 470                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Course Full Title: Synthesis Project I<br>Course Short Title: Synthesis Project I                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Faculty: Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Department/School: Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This capstone course enables learners to design and implement a self-directed synthesis project connecting theory, research, and practice in adult education. It emphasizes Indigenous, decolonial, and equity-oriented perspectives. Learners critically engage with ethical and social responsibilities as they connect theory to practice through a self-directed project.<br>Note: This course requires an approved individual learning contract prior to registration. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | ADED 370, ADED 390, ADED 408, and ADED 425.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| <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>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                      |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>the course represents a personal synthesis informed by the student's coursework in Adult Education and must be supervised by a UFV faculty member. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Date of meeting: October 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Review the action plan and foundational product developed and update as necessary.
2. Demonstrate the ability to engage in ethical, reflexive, and research-informed practice that acknowledges power relations, social responsibility, and context (cultural, political, historical, spiritual, environmental, economic, etc.).
3. Apply theories, principles, and practices of adult education to construct a personally meaningful project (report, research paper, curriculum materials, instructional manual, interactive digital resources, etc.) informed by Indigenous perspectives and principles of decolonization, equity, and inclusion.
4. Reflect on personal learning and professional identity, identifying areas for ongoing growth and transformation in relation to practice, research, and community engagement in adult education.

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

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

**Details:**

Possible evaluation methods among others include:

- Weekly reports of progress
- Weekly learning journal entries submitted for feedback
- Submission of early drafts of documents/products for feedback
- Submission of interview protocols for review and feedback
- Submission of interview/data analysis for feedback
- Submission of analysis/reflection on feedback on product provided by peers/colleagues
- Presentation of results to an Adult Education class/group of peers in the workplace/etc.
- Submission of final product for evaluation and/or publication
- Submission of reflective analysis of learning journey throughout course with implications for future professional development

**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.*)

To be determined by individual Student Learning Contract.

**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.   | To be determined by individual Student Learning Contract |                                      |      |
| 2.   |                                                          |                                      |      |
| 3.   |                                                          |                                      |      |
| 4.   |                                                          |                                      |      |
| 5.   |                                                          |                                      |      |

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

**Course Content and Topics**

To be determined by individual Student Learning Contract.

Memo for Course Changes

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: January 12, 2026

Subject: TESL 400 - Foundations of Second Language Education

*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: **To address the evolving landscape of language education in British Columbia, we are proposing these course revisions to broaden our focus toward the K-12 sector. Currently, there is a noticeable decline in traditional adult education TESL positions across the province. By updating our curriculum specifically within the TESL 400 through 433 series we aim to provide relevant, high-quality professional development that aligns with the specific pedagogical needs of K-12 educators. These changes ensure that our offerings remain a viable and attractive pathway for teachers seeking to enhance their specialized skill sets in a shifting job market.**

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 updates to TESL 400 ensure that adult education practitioners are equipped with both the theoretical depth and practical proficiency required in modern B.C. educational contexts. The revised learning outcomes align with the following ILOs:

ILO 1: Apply Knowledge and Competencies Proficiently: By integrating BC Core Competencies and CLB standards (Outcome 5), students demonstrate technical proficiency in aligning adult language instruction with provincial and national frameworks.

ILO 2: Examine Critically and Holistically: Through the analysis of how culture, identity, and policy shape learning (Outcome 3), students use multiple literacies to understand the complex barriers faced by adult learners in a rapidly changing global landscape.

ILO 3: Communicate Effectively: The focus on "communicative strategies" (Outcome 4) requires students to maximize intercultural understanding and accessibility, ensuring they can build connections with learners from diverse linguistic backgrounds.

ILO 8: Engage in Reflection for Action: Outcome 6 directly mirrors this ILO, requiring students to reflect on their personal ethics and professional growth to develop a mindset for life-long learning and goal-setting in the TESL profession.

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)? The School of Education. Joanne Robertson has provided feedback and guidance throughout the process.
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 \(UNDRIP\)](#).

TESL 400 contributes to Indigenization by embedding Indigenous ways of knowing into the pedagogical training of adult educators. This supports the UFV Integrated Strategic Plan and TRC Call to Action #62.

- Curriculum Delivery & Topic Selection: Week 12 is dedicated to "Teaching Culture, Indigenous Perspectives, and Intercultural Awareness." The course content emphasizes the First Peoples Principles of Learning (FPPL), specifically the principle that learning is "relational" and "embedded in memory, history, and story."
  - Assignment Design: The Reflection assignment requires students to evaluate their teaching philosophy against the FPPL. Students must provide explicit examples of how they will honor Indigenous sovereignty and local Stó:lō territory in an adult EAL (English as an Additional Language) classroom.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

TESL 400 reflects UFV's commitment to ILO 7: Advocate for Equity, Diversity, and Inclusion by preparing educators to identify and dismantle systemic barriers in language education.

- Students must apply "inclusive and communicative strategies" (Outcome 4).
- The course examines "Language Policy" (Outcome 3) to help students understand how "standard" English can function as a gatekeeper. By discussing Linguistic Imperialism, students learn to value the "Global Englishes" brought by their adult students, fostering a classroom environment that celebrates diversity rather than demanding assimilation.
- Through the text and language analysis, students are taught to audit teaching materials for bias and underrepresentation.

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. letter grades).
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50 - \$100.

**CWC comment and response (all TESL courses):**

- Should the course titles be updated from “Second Language” to “Additional Language” to reflect the memos and the calendar descriptions?

*Currently, the department has elected to retain the existing course titles (Second Language Education/Teaching) to maintain consistency with current program credentials and existing transfer credit agreements. While we recognize that "Additional Language" is more inclusive of the diverse linguistic backgrounds of our learners as reflected in our revised calendar descriptions changing the official titles now would require a broader synchronization across the faculty. We will formally consider these title updates during the next comprehensive program review to ensure all administrative and articulation impacts are fully addressed.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> TESL 400                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Foundations of Second Language Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Foundations of Second Lang Ed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An introduction to the linguistic, cultural, and pedagogical foundations of second and additional language education in British Columbia. The course examines key theories, teaching approaches, and policy frameworks that inform language learning across K–12 and adult contexts serving learners of various age groups. Students explore inclusive, communicative, and culturally sustaining practices aligned with the B.C. K–12 Curriculum Frameworks, B.C. English Language Learning (ELL) Standards, and the Canadian Language Benchmarks (CLB). |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 60 university-level credits or permission of the Adult Education department.                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>TESL 300</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <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;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>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> January 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Explain key theories and historical influences in second and additional language education.
2. Identify major teaching approaches and frameworks used in K–12 and adult language learning.
3. Analyze how culture, identity, and language policy shape diverse learning contexts.
4. Apply inclusive and communicative strategies to design or adapt learning activities.
5. Integrate B.C. Core Competencies or CLB standards when planning instruction and assessment.
6. Reflect on personal beliefs, ethics, and professional growth in language teaching, demonstrating awareness of Indigenous perspectives and ways of knowing.

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

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

**Details:** Discussion forum and online participation (20%); text and language analysis (30%) – adaptable to K–12 or adult contexts; lesson design or adaptation task (30%) – any age group or level; reflective practice assignment (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.*)

Group work, presentations, online instruction.

**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             | Harmer, J.                              | The Practice of English Language Teaching. Harlow: Pearson                                                                                                                                                                                                                                      | 2015 |
| 2. Book             | Bryfonski, L., & Mackey, A.             | The art and science of language teaching. Cambridge University Press                                                                                                                                                                                                                            | 2023 |
| 3. Book             | Hummel, K.M.                            | Introducing Second Language Acquisition: Perspectives and practices. Wiley Blackwell                                                                                                                                                                                                            | 2014 |
| 4. Book             | Parrish, B.                             | Teaching adult English language learners: A practical introduction. Cambridge University Press                                                                                                                                                                                                  | 2019 |
| 5. Book             | Gibbons, P.                             | Scaffolding language, scaffolding learning (2nd ed.). Heinemann                                                                                                                                                                                                                                 | 2015 |
| 6. Journal          |                                         | TESOL Quarterly & TESL Journal. TESL Intl.                                                                                                                                                                                                                                                      |      |
| 7. Book             | Cummins, J. & Early, M.                 | Big ideas for expanding minds. Pearson                                                                                                                                                                                                                                                          | 2015 |
| 8. Book             | Cameron, L.                             | Teaching languages to young learners. Cambridge University Press                                                                                                                                                                                                                                | 2001 |
| 9. Online resource  | B.C. Ministry of Education              | English Language Learning Teaching Resources: <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning</a> | 2022 |
| 10. Online resource | B.C. Ministry of Education              | English Language Learning Standards: <a href="https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf">https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf</a>                        | 2017 |
| 11. Online resource | Centre for Canadian Language Benchmarks | Canadian Language Benchmarks (CLB): <a href="https://www.language.ca/home/">https://www.language.ca/home/</a>                                                                                                                                                                                   | 2012 |

**Course Content and Topics**

- Introduction to TESL and second language education
- Theories of second language acquisition
- Historical and global perspectives on language teaching
- Learners, contexts, and inclusive pedagogies
- Teaching receptive skills: listening and reading
- Teaching productive skills: speaking and writing
- Assessment for, as, and of learning
- Teaching grammar and vocabulary
- Teaching pronunciation
- Content-based and content and language integrated learning (CLIL) approaches
- Communicative competence and language standards
- Teaching culture, indigenous perspectives, and intercultural awareness
- Professional identity and reflective practice
- Future directions and course wrap-up

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: January 12, 2026

Subject: TESL 408 Applied Linguistics in Second Language Education

*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: **To address the evolving landscape of language education in British Columbia, we are proposing these course revisions to broaden our focus toward the K-12 sector. Currently, there is a noticeable decline in traditional adult education TESL positions across the province. By updating our curriculum specifically within the TESL 400 through 433 series we aim to provide relevant, high-quality professional development that aligns with the specific pedagogical needs of K-12 educators. These changes ensure that our offerings remain a viable and attractive pathway for teachers seeking to enhance their specialized skill sets in a shifting job market.**

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 updates to TESL 408 ensure that adult education practitioners are equipped with both the theoretical depth and practical proficiency required in modern B.C. educational contexts. The revised learning outcomes align with the following ILOs:

The updates to TESL 408 shift the focus from abstract linguistic theory to "instructed applied linguistics," ensuring that adult education practitioners can apply complex linguistic systems to practical classroom scenarios.

- ILO 1: Apply Knowledge and Competencies Proficiently: Students don't just study grammar; they "examine the linguistic systems of English" (Outcome 2) to "design lessons" (Outcome 3). This demonstrates technical proficiency in translating linguistic knowledge into functional pedagogical tools for adult learners.

- ILO 2: Examine Critically and Holistically: By analyzing "key concepts of instructed applied linguistics" (Outcome 1), students draw on multiple perspectives—theoretical, pedagogical, and socio-political—to solve the challenge of making language forms accessible to diverse learners.
- ILO 3: Communicate Effectively: Through the Lesson Design (30%) and Language/Text Analysis (25%), students must effectively communicate complex rules of grammar and pragmatics using "communicative and form-focused approaches," maximizing accessibility for EAL (English as an Additional Language) students.
- ILO 8: Engage in Reflection for Action: Outcome 6 requires students to reflect on their practice as "relational, contextual, and socially situated," ensuring they use feedback and self-assessment to grow as professional educators.

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)? The School of Education Joanne Robertson has provided feedback and guidance throughout the process.
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 \(UNDRIP\)](#).

TESL 408 moves beyond a Western-centric view of "correct" grammar to a more relational and inclusive understanding of how language functions within community and culture, aligning with the UFV Integrated Strategic Plan and the First Peoples Principles of Learning (FPPL).

- The course examines language as "socially situated" (Outcome 6). This allows for the exploration of Indigenous languages and the impact of colonial "standardized" English on Indigenous learners.
- In the Reflection assignment, students are asked to consider how the FPPL challenges traditional, rigid methods of teaching grammar and pronunciation.
- By emphasizing "inquiry-based approaches," the course mirrors Indigenous ways of knowing that value discovery and experiential learning over rote memorization.

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

In alignment with ILO 7: Advocate for Equity, Diversity, and Inclusion, TESL 408 prepares students to support adult learners by recognizing that linguistic "correctness" is often intertwined with systemic power and social barriers. The course addresses these dynamics through the study of pragmatics and the exploration of how language education can either marginalize or empower immigrants and refugees navigating new social structures. Practical assignments, such as the Language/Text Analysis, require students to examine authentic classroom usage to identify and mitigate biases that may exclude diverse cultural identities or neurodivergent learners.

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. letter grades).

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50 - \$100.

**CWC comment and response (also applies to TESL 420):**

- Is the course online only? Delivery mode indicates “multiple delivery modes”, but the evaluation includes 20% discussion forum and online participation. Would this be the case for F2F sections too? And are students leading a discussion forum or participating in it online?

*These courses are intended for multiple delivery modes using a blended learning model. To clarify the 20% online evaluation:*

- *Synchronous Component: Scheduled real-time instruction (In-person for F2F sections; live video for online sections).*
- *Asynchronous Component: A mandatory online component for all sections. This allows students to analyze complex linguistic foundations and curriculum frameworks (like PBLA and CLB) at their own pace outside of class.*
- *Student Activity: The grade reflects students both participating in and leading these asynchronous discussions to foster a continuous community of practice.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> TESL 408                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Applied Linguistics in Second Language Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Applied Ling in SLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>This course explores how principles of instructed applied linguistics inform second and additional language teaching across K–12 and adult educational contexts. Students examine grammar, vocabulary, pronunciation, pragmatics, and discourse, with attention to linguistic foundations that support literacy development across age groups, including phonological and phonemic awareness. The course emphasizes research-informed analysis of language teaching practices rather than training in specific instructional programs. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 60 university-level credits or permission of the Adult Education department.                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                    | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> January 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |

### Learning Outcomes

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

1. Analyze key concepts and principles of instructed applied linguistics as they relate to K–12 and adult language learning contexts.
2. Examine the linguistic systems of English—grammar, vocabulary, pronunciation, and pragmatics—and their interconnections in meaning and use.
3. Design lessons that integrate communicative and form-focused approaches to develop learners' linguistic and pragmatic competence.
4. Integrate Canadian Language Benchmarks and B.C. K – 12 ELL Standards to inform language analysis, task design, and assessment.
5. Evaluate language teaching practices and technologies that support explicit and integrated language instruction for diverse learners.
6. Evaluate professional practice through Indigenous and inclusive perspectives, recognizing language teaching as relational, contextual, and socially situated.

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

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

**Details:** Discussion forum and online participation (20%); reflective analysis (25%); applied linguistics analysis task (25%) – adaptable to age group/context; lesson or task design (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.)

Group work, presentations, online instruction.

**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            | Loewen, S., & Sato, M.        | A practical guide to second language teaching and learning. Cambridge University Press | 2024 |
| 2. Book            | Thornbury, S.                 | About language (2nd ed.). Cambridge University Press                                   | 2017 |
| 3. Book            | Lightbown, P. M., & Spada, N. | How languages are learned (5th ed.). Oxford University Press                           | 2021 |
| 4. Journal         |                               | TESOL Canada Journal; TESOL Quarterly (selected articles)                              |      |
| 5. Online resource |                               | B.C. Ministry of Education – English Language Learning Teaching Resources              | 2022 |
| 6. Online resource |                               | B.C. Ministry of Education English language learning: Policy guidelines                | 2018 |
| 7. Online resource |                               | B.C. Ministry of Education – English Language Learning Standards                       | 2017 |
| 8. Online resource |                               | Canadian Language Benchmarks (CCLB)                                                    |      |

### Course Content and Topics

- Introduction to Second Language Acquisition (SLA), Second Language Education (SLE) and Teaching English as a Second/Foreign/Other Language (TESL/TEFL)
- Introduction to instructed applied linguistics
- How languages are learned in classrooms
- Teaching in context: K–12, adult, and indigenous settings
- Grammar in use: from description to pedagogy
- Designing grammar instruction
- Vocabulary and lexical development
- Pronunciation, phonological awareness, and foundations of literacy
- Pragmatics and interaction
- Discourse, genre, and text in language and literacy development
- Feedback and form-focused instruction
- Language, power, and policy
- Technology and multimodal teaching
- Teacher cognition and reflective practice
- Research-informed and culturally sustaining practices

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: January 12, 2026

Subject: TESL 410 Teaching a Second Language

*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: **To address the evolving landscape of language education in British Columbia, we are proposing these course revisions to broaden or focus toward the K-12 sector. Currently, there is a noticeable decline in traditional adult education TESL positions across the province. By updating our curriculum specifically within the TESL 400 through 433 series we aim to provide relevant, high-quality professional development that aligns with the specific pedagogical needs of K-12 educators. These changes ensure that our offerings remain a viable and attractive pathway for teachers seeking to enhance their specialized skill sets in a shifting job market.**

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 updates to TESL 410 ensure that adult education practitioners are equipped with both the theoretical depth and practical proficiency required in modern B.C. K-12 educational contexts. The revised learning outcomes align with the following ILOs:

TESL 410 students move from theoretical understanding to classroom application. The learning outcomes are explicitly mapped to the following UFV ILOs:

- 4. ILO 1: Apply Knowledge and Competencies Proficiently: Students demonstrate technical proficiency by designing "sequenced lessons and unit plans" (Outcome 2) that align with professional frameworks like the CL Band BC ELL Standards.
- 5. ILO 4: Lead Collaboratively: Through the Micro-Teaching Series and peer feedback cycles (Outcome 6), students foster collaboration and provide opportunities for others to lead, mirroring the professional "Communities of Practice" found in adult education sectors.

6. ILO 6: Contribute Locally and Globally: By focusing on both "adult and school-age learners" in the BC context, students gain the skills to be productive participants in the Fraser Valley's diverse educational community, addressing local labour market and settlement needs.
7. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
8. Which program areas have been consulted about the change(s)? The School of Education. Joanne Robertson has provided feedback and guidance throughout the process.
9. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Learning Outcome 5 requires students to "Apply inclusive and relational approaches that reflect Indigenous perspectives." This is supported by Week 10 ("Indigenous and Intercultural Perspectives") and the use of the FPPL as a foundational resource.

Assignment Design (Micro-Teaching): During their micro-lessons, students must demonstrate how they incorporate the principle that "Learning is holistic, reflexive, reflective, experiential, and relational." This might involve using storytelling (oral tradition) as a language-learning tool or creating collaborative, non-competitive tasks.

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

In alignment with ILO 7: Advocate for Equity, Diversity, and Inclusion, TESL 410 focuses on identifying and removing systemic barriers through culturally sustaining and differentiated instruction. Students learn to advocate for diverse learners by adapting materials and technologies to meet specific linguistic and developmental needs, a skill reinforced by the Resource Analysis assignment where students audit curricula for Eurocentric bias and underrepresentation of the adult immigrant experience. Additionally, by exploring technology-enhanced teaching, the course addresses the digital divide, ensuring that future educators use digital tools to increase accessibility rather than creating new barriers for marginalized populations.

11. 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. letter grades).
12. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50 - \$100.

## CWC comment and response:

- Which learning outcome is connected to "participation and community engagement" in the evaluation?  
*The "participation and community engagement" (15%) evaluation is directly tied to Learning Outcome #6, which focuses on evaluating teaching effectiveness through peer feedback and professional growth.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|
| <b>Course Code and Number:</b> TESL 410                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Course Full Title:</b> Teaching a Second Language<br><b>Course Short Title:</b> Teaching a Second Language                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Calendar Description:</b><br>Students apply principles of second language pedagogy and instructed applied linguistics to the design and delivery of engaging language lessons for learners across age groups, including adult and school-age learners. The course integrates methodologies and techniques while aligning with B.C. English Language Learning (ELL) Standards, Core Competencies, and Canadian Language Benchmarks (CLB) frameworks, and incorporates Indigenous perspectives and culturally sustaining approaches.                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TESL 400 and TESL 408.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>TESL 310</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lecture/seminar | 15 | Tutorials/workshops | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |    |                     |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><br><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> January 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |    |                     |    |  |  |  |  |  |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |    |                     |    |  |  |  |  |  |  |                    |           |

### Learning Outcomes

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

1. Articulate key principles of effective second language instruction and how they inform classroom practice in adult and K–12 contexts in B.C.
2. Design sequenced lessons and unit plans that align learning outcomes, tasks, and assessments with the B.C. ELL Standards and/or CLB framework.
3. Implement communicative, task-based, and inquiry-driven techniques that promote learner engagement and autonomy.
4. Adapt materials, activities, and technologies to meet diverse linguistic, cultural, and developmental needs.
5. Apply inclusive and relational approaches that reflect Indigenous perspectives and the First Peoples perspectives and ways of knowing.
6. Evaluate teaching effectiveness through peer feedback, observation, and evidence-based professional growth.

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

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

**Details:** Praxis task (15%); resource analysis (15%) – adult or K–12 focus; micro-teaching series (35%); lesson or unit plan (20%) – any age group/level; participation and community engagement (15%)

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

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

Interactive lectures and seminars; collaborative workshops and pedagogical modeling; student-led micro-teaching and peer feedback sessions; blended learning through online community engagement.

**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            | Harmer, J.                              | The practice of English language teaching, Harlow: Pearson                                                                                                                                                                                                                                      | 2015 |
| 2. Book            | Hellman, A., Harris, K. & Wilbur, A.    | The 6 principles for exemplary teaching English learners: Adult Education and Workforce Development, TESOL Press                                                                                                                                                                                | 2019 |
| 3. Book            | Garcia, O., & Kleifgen, J.              | Educating emergent bilinguals: Policies, programs and practices for English language learners, Teachers College Press                                                                                                                                                                           | 2018 |
| 4. Book            | Cummins, J. & Early, M.                 | Big ideas for expanding minds, Pearson                                                                                                                                                                                                                                                          | 2015 |
| 4. Journal         |                                         | Internet TESL journal, lteslj.org                                                                                                                                                                                                                                                               |      |
| 4. Online resource | B.C. Ministry of Education              | English language learning teaching resources: <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning</a> | 2022 |
| 7. Online resource | B.C. Ministry of Education              | English language learning standards: <a href="https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf">https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf</a>                        | 2017 |
| 8. Online resource | Centre for Canadian Language Benchmarks | Canadian Language Benchmarks (CLB), <a href="https://www.language.ca/home/">https://www.language.ca/home/</a>                                                                                                                                                                                   |      |

### Course Content and Topics

- Orientation and community building
- Understanding learners – language, identity, and context
- Creating conditions for language learning
- Lesson and unit planning
- Assessment for, as, and of learning
- Micro-lesson 1 – teaching a language skill
- Teaching listening, speaking, reading, and writing
- Micro-lesson 2 – integrating skills and form-focus
- Differentiation and inclusive practice
- Indigenous and intercultural perspectives
- Micro-lesson 3 – culturally sustaining and technology-enhanced teaching
- Feedback, reflection, and professional growth
- Communities of practice in TESL
- Course wrap-up and professional pathways

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Amea Wilbur, Department Head Adult Education

Date: January 12, 2026

Subject: TESL 420 Curriculum and Assessment in Second Language Education

*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: **To address the evolving landscape of language education in British Columbia, we are proposing these course revisions to broaden our focus toward the K-12 sector. Currently, there is a noticeable decline in traditional adult education TESL positions across the province. By updating our curriculum specifically within the TESL 400 through 433 series we aim to provide relevant, high-quality professional development that aligns with the specific pedagogical needs of K-12 educators. These changes ensure that our offerings remain a viable and attractive pathway for teachers seeking to enhance their specialized skill sets in a shifting job market.**

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 updates to TESL 420 ensure that adult education practitioners are equipped with both the theoretical depth and practical proficiency required in modern B.C. educational contexts. The revised learning outcomes align with the following ILOs:

TESL 420 aligns with the Department of Adult Education's focus on professional accountability and the mastery of provincial and national frameworks.

- ILO 1: Apply Knowledge and Competencies Proficiently: Students demonstrate high-level proficiency by interpreting complex documents such as PBLA (Portfolio-Based Language Assessment) and CLB (Outcome 1) to design outcomes-based instructional plans (Outcome 3).

- ILO 2: Examine Critically and Holistically: By evaluating curriculum for its responsiveness to community contexts (Outcome 5), students practice weaving together institutional requirements with the lived realities of diverse learner populations.
  - ILO 3: Communicate Effectively: Through the design of Rubrics and Performance Descriptors (Week 10), students learn to communicate expectations and feedback in ways that are accessible and transparent for EAL learners.
  - ILO 8: Engage in Reflection for Action: The Teaching Statement + Context Analysis and Self-Assessment require students to utilize reflection as a tool for professional growth and ethical decision-making.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  5. Which program areas have been consulted about the change(s)? The School of Education. Joanne Robertson has provided feedback and guidance throughout the process.
  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 \(UNDRIP\)](#).
    - Week 12 ("Indigenous and Relational Approaches to Assessment") explores the principle that learning is "holistic, reflexive, reflective, experiential, and relational." This encourages a move toward portfolio-based evidence of growth rather than high-stakes, decontextualized exams.
    - The assessment package and reflection require students to explain how their assessment tools honour Indigenous ways of learning.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? In alignment with ILO 7: Advocate for Equity, Diversity, and Inclusion
    - Week 6 ("Differentiation in Curriculum Planning") focuses on Universal Design for Learning (UDL) and equity. Students learn to identify how traditional assessment can favour specific cultural backgrounds and how to create "inclusive, outcomes-based plans" (Outcome 3) that mitigate these biases.
    - In the Module Plan and Reflection, students must demonstrate how they have adapted learning outcomes to meet "diverse learners and community needs" (Outcome 2). This ensures that the curriculum is responsive to the specific socio-economic and linguistic barriers faced by adult immigrants and refugees.
    - The emphasis on Portfolio-Based Language Assessment (PBLA) is a direct EDI intervention; it promotes "learner reflection, growth, and autonomy" (Outcome 4) by valuing a student's progress over time, which is particularly equitable for learners with interrupted formal education.
  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. letter grades).
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50 - \$100.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> TESL 420                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Curriculum and Assessment in Second Language Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Curr & Assessment in SLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Department/School:</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>This course examines curriculum design and assessment practices in second and additional language education across K–12 and adult contexts. Students explore how frameworks such as the B.C. English Language Learning (ELL) Standards, Canadian Language Benchmarks (CLB), and Portfolio-Based Language Assessment (PBLA) inform instruction and evaluation with attention to inclusive, culturally sustaining, and relational approaches to language education.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TESL 400, TESL 408, and TESL 410.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>TESL 310</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                          | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> January 12, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |

### Learning Outcomes

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

1. Analyze how national and provincial frameworks—such as the B.C. ELL Standards, CLB, and PBLA—inform curriculum and assessment design in language education.
2. Adapt curriculum documents and learning outcomes to meet diverse learners and community needs across adult and K–12 contexts.
3. Design inclusive, outcomes-based instructional and assessment plans that integrate language skills, content, and cultural perspectives.
4. Apply formative, summative, and portfolio-based assessment practices that promote learner reflection, growth, and autonomy.
5. Evaluate curriculum and assessment approaches for their responsiveness to cultural, linguistic, and community contexts, including Indigenous ways of learning.
6. Reflect critically on ethical and professional responsibilities in curriculum and assessment, informed by the First Peoples Principles of Learning and culturally responsive perspectives and ways of knowing.

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

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

**Details:** Teaching statement and context analysis (20%); module plan and reflection (25%); online forum contributions with self-assessment (20%); assessment package and reflection (35%)

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

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

Students will facilitate online learning discussions of weekly readings with tasks associated with that week's topic. In Face to Face classes, students will present their major assignments and work in groups to explore critical issues raised in the course to-date.

**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            | Richards, J. C.                         | Curriculum development in language teaching (2nd ed.). Cambridge Press                                                                                                                                                                                                                           | 2017 |
| 2. Book            | Christison, M. & Murray, D.             | What English language teachers need to know volume III: designing curriculum. Routledge                                                                                                                                                                                                          | 2022 |
| 3. Journal         |                                         | TESL Canada journal; B.C. TEAL journal                                                                                                                                                                                                                                                           |      |
| 4. Online resource | Centre for Canadian Language Benchmarks | Canadian Language Benchmarks (CLB) <a href="https://www.language.ca/home">https://www.language.ca/home</a>                                                                                                                                                                                       |      |
| 5. Online resource | Centre for Canadian Language Benchmarks | PBLA guide <a href="https://www.language.ca/category/pbla/">https://www.language.ca/category/pbla/</a>                                                                                                                                                                                           | 2021 |
| 6. Online resource | B.C. Ministry of Education              | English Language learning teaching resources: <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning</a>  | 2022 |
| 7. Online resource | B.C. Ministry of Education              | English Language learning standards: <a href="https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf">https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf</a>                         | 2017 |
| 8. Online resource | B.C. Ministry of Education              | Centre for Canadian Language Benchmarks (CLB): <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning">https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning</a> | 2020 |

### Course Content and Topics

- Curriculum, assessment, and TESL roles
- Frameworks – CLB, PBLA, and B.C. ELL standards
- Curriculum as a living framework
- Program and module design
- Constructive alignment
- Differentiation, equity, and universal design
- Collaboration and co-planning
- Rethinking assessment
- Portfolio- and classroom-based assessment
- Rubrics and performance descriptors
- Feedback for growth and autonomy
- Indigenous and relational assessment approaches
- Ethics and professional judgment
- Integrating curriculum and assessment

**Memo for New Course**

To: UEC

From: Samantha Hannah

Date: November 10, 2025

**Subject: Proposal for new course: CMNS 185 Indigenizing Communication**

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

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

There is a necessary progression within the School of Communication to think through and integrate Indigenous ways of knowing and learning in our pedagogies and course content. This course focuses on the ways in which Indigenous ways of knowing and learning, as well as how Indigenous protest, advocacy, and innovation in the historical and current context impacts professional communications practice. As a proposed first-year course, students will be introduced to Indigenous ways of knowing and learning early in their educational journey, and that experience will hopefully enrich the rest of their time at UFV.

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

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

The following table shows the laddering between the course outcomes and the PLOs:

| Program Learning Outcomes                                                                                                                                                                   | Addressed in this course? | Course Learning Outcome(s)                                                                                                                                                                                                                                                                                                                  | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| #1. Demonstrate proficiency in creating professional communication materials that draw on a wide spectrum of media to achieve specific purposes and meet the needs of particular audiences. | Yes                       | #2 Employ storytelling as a means of building and strengthening professional relationships.<br><br>#3 Describe practices that support communication across diverse populations.<br><br>#7. Identify communication practices that can contribute to the creation of inclusive and equitable professional, cultural, and social environments. |       |
| #2. Apply effective and professional communication skills to interpersonal, team, organizational, and culturally diverse contexts.                                                          | Yes                       | #1 Relate ways of Indigenous knowing and learning to various communication fields and careers.                                                                                                                                                                                                                                              |       |

|                                                                                                                         |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                         |     | <p>#3 Describe practices that support communication across diverse populations.</p> <p>#6 Analyze how professional communication practices contribute to systems and structures of power.</p>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |
| #3. Engage in, interpret, and report on research.                                                                       | No  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |
| #4. Employ industry-standard document design techniques to various workplace contexts.                                  | No  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |
| #5. Apply rhetorical principles to the creation of oral, print, visual, and digital communication.                      | Yes | <p>#1. Relate ways of Indigenous knowing and learning to various communication fields and careers.</p> <p>#5. Reflect on communication approaches for engaging Indigenous community partners.</p> <p>#6. Analyze how professional communication practices contribute to systems and structures of power.</p> <p>#7. Identify communication practices that can contribute to the creation of inclusive and equitable professional, cultural, and social environments.</p> |                                                                                                                                                                                                                                                                                                                    |
| #6. Work effectively with peers and mentors in community settings through work-integrated learning.                     | Yes | <p>#2. Employ storytelling as a means of building and strengthening professional relationships.</p> <p>#3. Describe practices that support communication across diverse populations, including intercultural communication in Indigenizing contexts and/or professional communication with Indigenous community partners.</p> <p>#4. Identify the communication tools such as Storywork to help students develop in the areas they are passionate about.</p>             | <p>As noted by Leanne A. Joe, this course follows Indigenous conceptualizations of work. For instance, Dr. Jo-ann Archibald's concept of Storywork emphasizes the multifaceted essence of Indigenous storytelling, listening, and building relationships and understands this essence as a kind of heart work.</p> |
| #7. Apply principles of visual communication to produce targeted visual content using a variety of technological tools. | No  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                      |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #8. Adapt and respond strategically to the rapidly changing and dynamic communication situations of industry, business, and community sectors.                       | Yes | <p>#4. Identify the communication tools that will help students develop in the areas they are passionate about.</p> <p>#5. Reflect on communication approaches for engaging Indigenous community partners.</p> <p>#6. Analyze how professional communication practices contribute to systems and structures of power.</p> <p>#7. Identify communication practices that can contribute to the creation of inclusive and equitable professional, cultural, and social environments.</p> |                                                                                                                                                                                                                                               |
| #9. Apply ethical principles of accuracy, credibility, fairness, transparency, accountability, and personal integrity to all communication activities and practices. | Yes | <p>#5. Reflect on communication approaches for engaging Indigenous community partners.</p> <p>#7. Identify communication practices that can contribute to the creation of inclusive and equitable professional, cultural, and social environments.</p>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |
| #10. Build relationships with communities and businesses in the region through experiential learning.                                                                | Yes | #3. Describe practices that support communication across diverse populations, including intercultural communication in Indigenizing contexts and/or professional communication with Indigenous community partners.                                                                                                                                                                                                                                                                    | Students will learn and practice communication skills with a focus on relationship building. Skills could include how to properly address Indigenous persons and/or how to appropriately contact Indigenous organizations and/or communities. |

The course also attends in particular to the following ILOs:

- Communicate Effectively
- Examine Critically and Holistically
- Engage with Indigenous Knowledge Systems
- Advocate for Equity, Diversity, and Inclusion
- Engage in Reflection for Action

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

No, it will not.

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

As part of the development of the course, Leanne Joe, Indigenous curriculum developer from Teaching and Learning, was consulted and gave crucial feedback that helped to improve the course.

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

N/A

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

To borrow from the course outline, this course aims to explore “the function of communication with, by, for, and about Indigenous peoples, with a focus on local and regional First Nations, Inuit, and Métis communities in both historical and contemporary contexts.” We are proud that this course joins courses across the institution with the goal of Indigenizing UFV through thoughtful and deliberate course development.

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

This course promotes equity, diversity, and inclusion by integrating Indigenous knowledge into the curriculum and offering diverse assessment options. By incorporating Indigenous perspectives, we foster a more holistic understanding of communication, across a range of professional and academic spaces. The course's flexible face-to-face format includes supporting online materials (accessible through Brightspace) and a variety of learning activities designed to accommodate diverse learning styles and interests.

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:

Our outline suggests two OERs, and one textbook, which is priced between \$25 to \$30.



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 185                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indigenizing Communication<br><b>Course Short Title:</b> Indigenizing Communication                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This course studies the function of communication with, by, for, and about Indigenous Peoples, with a focus on local and regional First Nations, Inuit, and Métis communities in both historical and contemporary contexts. Students explore foundational concepts including storytelling, orality, and relationships to land, and their application in both professional and academic contexts. They will also examine representation, ethics, and power in communication about Indigenous Peoples. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>N/A</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</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>Face-to-face only</b><br>Expected frequency: <b>Annually</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>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>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> November 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 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. Relate ways of Indigenous knowing and learning to various communication fields and careers.
2. Employ storytelling as a means of building and strengthening professional relationships.
3. Describe practices that support communication across diverse populations, including intercultural communication in Indigenizing contexts and/or professional communication with Indigenous community partners.
4. Identify communication tools such as Storywork to help students develop in the areas they are passionate about.
5. Reflect on communication approaches for engaging Indigenous community partners.
6. Analyze how professional communication practices contribute to systems and structures of power.
7. Identify communication practices that can contribute to the creation of inclusive and equitable professional, cultural, and social environments.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 75% | Holistic assessment: | 25% | % |
|              | %   |                      | %   | % |

**Details:**

- Weekly questions and reflections: 20%
- Knowledge quiz: 15%
- Holistic assessment: land acknowledgment plan (stages: reflection and research, plan, self-assessment): 25%
- Find and analyze resources on a topic related to Indigenous communication (Example: reporting in Indigenous communities): 15%
- Storytelling assignment (e.g. podcast): 25%
  - Using what we learned during our discussion of orality and Indigenous ways of knowing and learning, students will employ storytelling to cultivate interests in their professional area(s).

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

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

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

| Type               | Author or description | Title and publication/access details                                                    | Year |
|--------------------|-----------------------|-----------------------------------------------------------------------------------------|------|
| 1. Textbook        | Younging, Gregory     | Elements of Indigenous Style, 2 <sup>nd</sup> edition                                   | 2025 |
| 2. OER             | Wilson, Kory          | Pulling Together: Foundations Guide                                                     | 2018 |
| 3. Online resource | McCue, Duncan         | Reporting in Indigenous Communities ( <a href="https://riic.ca/">https://riic.ca/</a> ) | 2023 |
| 4.                 |                       |                                                                                         |      |
| 5.                 |                       |                                                                                         |      |

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

None

**Course Content and Topics**

- Defining Indigenous Peoples (national and local)
- Principles of Indigenous Knowledge
- Systems and structures of power in the communication fields
- Local Indigenous history as it relates to communication practices
- Land acknowledgements
- Intercultural communication in the context of Indigenization
- Orality
- Storytelling and its diverse applications
- Professional and academic communication
- Advocacy by and for Indigenous Peoples and communities
- Journalism and representations of Indigenous Peoples and issues

**Memo for Course Changes**

To: UEC

From: Frank Zhang

Date: December 17, 2025

**Subject: Proposal for revision of CIS 321: Networking Security Architecture**

*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:

Aside from the required six-year review, the revision of this course outline is necessary to adapt to the evolving technological landscape. This update will contribute to a more effective and meaningful learning experience for our students. In addition, Indigenization has been incorporated into the instructional methods to better support inclusive learning.

There are two proposed prerequisites changes: 1) Removal of CIS 294: CIS 294 has never been offered, which has caused confusion for students during course planning and advising. Removing it as a prerequisite eliminates unnecessary ambiguity and improves clarity in the program structure. 2) Addition of CIS 221: CIS 221 was recommended during the School meeting to better prepare students with the necessary foundational knowledge. Adding CIS 221 as an essential prerequisite also helps prevent students from accidentally enrolling directly in CIS 321 without adequate preparation.

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

The revised learning outcomes are designed to meet the present industrial requirements while integrating Indigenous knowledge systems that emphasize relationality — the interconnectedness of all things — to support holistic network security approaches. This aligns well with both program learning outcomes and Institutional Learning Outcomes (ILOs), facilitating competency in network

security as well as secure network design, critical and imaginative analysis, proficient use of knowledge and skills, effective communication, and self-motivated and self-reflective learning while contributing on both regional and global levels.

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 \(UNDRIP\)](#).

CIS 321 integrates Indigenous knowledge systems that emphasize relationality, aligning with the institutional commitments to Indigenization and decolonization. Students will explore network security as an interconnected system, considering the relational impacts of cyber breaches on communities. Assignments will include case studies analyzing breaches through holistic views, reflecting Indigenous perspectives on security and responsibility. Curriculum delivery will also incorporate Indigenous ways of knowing, such as storytelling and community-based learning, fostering ethical and inclusive security practices. This approach supports UFV's commitment to decolonization and reconciliation by incorporating Indigenous perspectives into network security.

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

This course reflects equity, diversity, and inclusion through collaborative laboratory work, where students learn from each other and highlight diverse perspectives. Network security exercises incorporate scenarios from various cultural contexts, ensuring representation across communities and industries. By integrating diverse viewpoints into threat analysis and security strategies, the course promotes a more inclusive, ethical, and culturally responsive approach to network security.

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:

The recommended (but not required) textbooks range from \$60 or \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|--|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIS 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Networking Security Architecture<br><b>Course Short Title:</b> Network Security Architecture                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This course focuses on network security architectures, procedures, and processes. Practical hands-on skill development is provided in security system technologies, security policy design, firewall design and implementation, router security architectures, authentication and authorization systems, Intrusion detection, and VPNs. The course integrates Indigenous knowledge systems, emphasizing relationality to help students view network security threats as both technical issues and part of a broader interconnected system. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | CIS 292. Note: As of January 2027, prerequisites will change to CIS 221 and CIS 292.                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>35</b> |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>15</td> </tr> <tr> <td></td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (design lab) | 15 |  | 15 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                          |    |  |    |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Identify network threats, attacks, and endpoint vulnerabilities, along with mitigation tools and procedures.
2. Configure advanced firewall installations and other security measures to mitigate network attacks.
3. Implement authentication, authorization and accounting (AAA) as well as an intrusion detection system on routers and firewalls.
4. Implement virtual private networks (VPNs).
5. Design secure networks.
6. Apply public key infrastructure to ensure data confidentiality, integrity, and authentication.
7. Integrate Indigenous knowledge systems that emphasize relationality — the interconnectedness of all things — to support holistic network security approaches.

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

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

**Details:**

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

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

Lectures and hands-on laboratory-based exercises and case studies.

**Texts and Resource Materials** [Textbook selection varies by instructor. Examples for this course might be:]

| Type               | Author or description                   | Title and publication/access details                                                  | Year |
|--------------------|-----------------------------------------|---------------------------------------------------------------------------------------|------|
| 1. Textbook        | Cisco                                   | CCNP and CCIE Security Core SCOR 350-701 Official Cert Guide (2nd Edition)            | 2023 |
| 2. Textbook        | Joseph Migga Kizza                      | Guide to Computer Network Security (6th Edition)                                      | 2024 |
| 3. Textbook        | Mark Ciampa                             | Security+ Guide to Network Security Fundamentals (7th Edition)                        | 2021 |
| 4. Journal         | Lauren Tynan                            | What is relationality? Indigenous knowledges, practices and responsibilities with kin | 2021 |
| 5. Online resource | Various websites for reference material |                                                                                       |      |

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

Lab book and Network Simulator Software such as Packet Tracer

**Course Content and Topics** [Course content varies by instructor. An example of course content might be:]

- Overview of network security and threats
- Mitigating threats and network security policies
- Securing switches and LAN access
- Device monitoring and management
- Basic integrity and authenticity
- Authentication, authorization, and accounting (AAA)
- Access control lists (ACLs)
- Firewall technologies
- Firewall configuration
- Endpoint security and layer 2 security considerations
- Cryptographic services
- Public key cryptography
- Virtual private networks (VPNs)
- Implement site-to-site IPsec VPNs
- Intrusion detection systems (IDS)
- Ip protocol security
- Network security testing
- Relational impacts of a cyber breach

**Memo for Course Changes**

To: UEC

From: Opeyemi Adesina & Frank Zhang

Date: January 30, 2026

**Subject: Proposal for revision of CIS385 Project Management**

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

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

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

2. Rationale for change:

This six-year curriculum review of CIS385: Project Management aims to align the course with current academic and industry standards, while ensuring it continues to meet the evolving needs of students and employers. The review focuses on several key areas of enhancement: integration of emerging trends and priorities: 1) Indigenization. 2) EDI, Internationalization and Globalization. 3) content modernization and technological relevance, such as DevOps and Agile Practices. 4) tool and software updates: exposure to current project management tools such as Jira, Trello, GitHub Projects. 5) textbook and resource updates. This comprehensive update ensures that CIS385 remains a relevant, inclusive, and future-ready course, preparing students with the technical knowledge, cultural competencies, and leadership skills needed in today's complex and interconnected project environments.

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

The learning outcomes have been fully revised to reflect new trends and updated content, with a primary focus on consolidating the previously lengthy and scattered outcomes into clearer, more focused, and effective statements.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenizing is one of the major revision focuses in this revision. The revised Project Management course integrates Indigenous perspectives, values, and methodologies in multiple dimensions, assignment design, topic selection, and curriculum delivery, to reflect UFV's commitment to reconciliation, decolonization, and inclusive education. This approach aligns with the UFV Integrated Strategic Plan priorities of "Empowering Learners" and "Building Community," supports the Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), and responds to the Truth and Reconciliation Commission (TRC) Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). For example, community-engaged cases with ethical and respectful consultation were introduced to students, including digital inclusion, cultural data sovereignty, and sustainable infrastructure in Indigenous communities and cultures. Additional reflections on Indigenous practice and worldview, such as holistic thinking, collective decision-making, and long-term sustainability, are provided to students, rather than the typical project management framework. Indigenous guest speakers have also been researched for potential discussion on how the Indigenous approaches to leadership, teamwork and collaboration.

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

Equity, diversity, and inclusion (EDI), together with international and global perspectives, are the central focus in this course revision. The revised Project Management course aims to cultivate culturally aware, socially responsible, and globally competent project managers who can effectively lead diverse teams and address complex socio-technical challenges in a globalized world.

For example, diverse teams were formed to simulate multicultural, multidisciplinary project environments. The students were encouraged to engage in inclusive communication, reflect on individual differences, develop self-awareness, and practice respectful and effective communication.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
The books are approximately \$100 to \$150.



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIS 385                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Project Management<br><b>Course Short Title:</b> Project Management                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This course is designed to complement existing information technology knowledge, skills, and experience with the project management skills required to effectively manage development projects that involve computer hardware, computer software, and telecommunications technology.                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | CIS 270 or CIS 291.<br>Note: Students who do not have the required courses but have been admitted to the Data Analysis Post-degree certificate can contact the department for permission to register.                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Twice per year</b><br>Maximum enrolment (for information only): <b>35</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> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Assess the growing need for IT project management, including globalization, Internationalization, Indigenization and virtual remote work.
2. Describe the role and the system view of the project manager.
3. Discuss the unique attributes and diverse nature of IT projects.
4. Apply different project selection methods using the strategic planning process, including the concepts of good project scope, time, cost, quality, and risk management.
5. Identify the tools and techniques for work breakdown structure, quality control and risk management.
6. Explain the importance of meeting stakeholder expectations and human resource management.
7. Implement project management communication principles to effectively plan, execute, and monitor projects.

**Recommended Evaluation Methods and Weighting**

|                        |     |              |     |          |     |
|------------------------|-----|--------------|-----|----------|-----|
| Quizzes/tests/midterm: | 20% | Assignments: | 45% | Project: | 35% |
|                        | %   |              | %   |          | %   |

**Details:**

3 to 5 small assignments for total 45% depending on the 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.*)

Classes will consist of lectures and open discussions in which all students must participate. Students are encouraged to bring diverse topics that are related to any area of project management to this forum so that a wide range of subject matter may be addressed. Lab experiences with Microsoft Project software will be employed to give students an understanding of the most popular project management tool in use in North America. Project management is a discipline that involves working closely and effectively with other individuals. For this reason, some assignment work will involve working within groups of individuals. Assignments may require an oral presentation.

**Texts and Resource Materials**

| Type    | Author or description | Title and publication/access details                                         | Year    |
|---------|-----------------------|------------------------------------------------------------------------------|---------|
| 1. Book | Schwalbe K.           | Information Technology Project Management                                    | Current |
| 2. Book | Gene Kim et al.       | The Phoenix Project: A Novel about IT, DevOps, and Helping Your Business Win | Current |
| 3. Book | Kogon K. and Wood J.  | Project Management for the Unofficial Project Manager: A FranklinCovey Title | Current |
| 4.      |                       |                                                                              |         |

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

None

**Course Content and Topics**

1. Introduction to project management framework
2. The project management context and processes
3. Project integration management with integration of the new Indigenization and Internationalization trend
4. Core knowledge areas of project management with virtual and remote work option hyper cases:
  - a. Scope management
  - b. Time management
  - c. Cost management
  - d. Quality management
5. Facilitating knowledge areas of project management with Indigenization and DEI cases included:
  - a) Human resource management
  - b) Communications management
  - c) Risk management
  - d) Procurement management
6. Project management process:
  - a) Initiating
  - b) Planning
  - c) Executing
  - d) Controlling
  - e) Closing
7. Using current project management tools, such as Jira, Trello and GitHub Project

**Memo for Course Changes**

To:

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

Date:

**Subject: Proposal for revision of CIS 497 Advanced Topics in Information Security**

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

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

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

2. Rationale for change:

The calendar description has been revised to emphasize current and emerging areas in information security, including blockchain and Web3 security, privacy and data protection, digital forensics, cloud security, and AI for threat detection and response.

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 \(ILOs\)](#):

Since the course can cover a wide range of subjects, the learning outcomes emphasize key competencies such as critical thinking, problem solving, ethical reasoning, intercultural understanding, and indigenization, which are fundamental to UFV's Institutional Learning Outcomes (ILOs).

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

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

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

The course contributes to Indigenizing Our Academy by integrating Indigenous perspectives through a focus on the ethical, societal, and cultural implications of advanced cybersecurity topics. Assignments and case studies will include scenarios involving Indigenous communities to promote awareness of data sovereignty and culturally respectful security practices. Where possible, Indigenous guest speakers and resources will be incorporated.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The curriculum embraces equity, diversity, and inclusion, by including diverse case studies and emphasizing the societal impact of cybersecurity on marginalized groups. Assignments will encourage students to consider inclusive and ethical security solutions that respect cultural differences and promote equity.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
Textbook and resource costs will vary depending on topic and instructor choice.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIS 497                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Topics in Information Security<br><b>Course Short Title:</b> Adv Topics in Info Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This advanced topics course is designed to provide study of the current and emerging trends, technologies, and challenges in information security not covered in other courses. Topics may be drawn from areas such as physical and network security, secure programming, policies and ethics, intrusion detection, OS hardening, cryptography, blockchain and web3 security, privacy and data protection, digital forensics, cloud security and AI for threat detection and response. Topics will vary depending on semester and instructor. Students should consult the department for current offerings. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | COMP 325. Certain topics of study may require additional prerequisites.                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Annually</b><br>Maximum enrolment (for information only): <b>35</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></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> (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> January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 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 emerging trends and technologies in information security.
2. Evaluate advanced security models and frameworks in diverse contexts.
3. Design secure solutions to address evolving cybersecurity threats
4. Integrate ethical and societal considerations particularly those relevant to Indigenous perspectives into the development and implementation of security practices.

**Recommended Evaluation Methods and Weighting**

|                      |     |                        |     |             |     |
|----------------------|-----|------------------------|-----|-------------|-----|
| Assignments:         | 10% | Quizzes/tests/midterm: | 30% | Final exam: | 30% |
| Holistic assessment: | 10% | 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, hands-on experience where applicable.

**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](#).)*

For sample topic **Privacy and Data Protection**:

| Type                    | Author or description                               | Title and publication/access details                         | Year |
|-------------------------|-----------------------------------------------------|--------------------------------------------------------------|------|
| 1. Book                 | William Stallings                                   | Information Privacy Engineering and Privacy by Design        | 2021 |
| 2. Article              | Carlisle Adams                                      | Introduction to Privacy Enhancing Technologies               | 2021 |
| 3. Online resource      | Government of Canada                                | Personal Information Protection and Electronic Documents Act | 2000 |
| 4. Indigenous knowledge | First Nations Information Governance Centre (FNIGC) | OCAP® Principles: Ownership, Control, Access, and Possession | 2023 |
| 5.                      |                                                     |                                                              |      |

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

Determined by instructor and topic.

**Course Content and Topics**

For sample topic **Privacy and Data Protection**:

1. Foundations of privacy and data protection
2. Legal and regulatory frameworks
3. Privacy risks, threats, and violations
4. Data classification and risk assessment
5. Technical privacy and security measures
6. Privacy-preserving technologies
7. Privacy architecture and system design
8. Ethical, societal, and Indigenous perspectives

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Opeyemi Adesina (Director, School of Computing)

Date: May 7, 2025

**Subject: Proposal for revision of Data Structures and Algorithms - COMP 251**

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

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

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

2. Rationale for change: The proposed changes to COMP 251 reflect both pedagogical improvements and alignment with institutional priorities. The updated learning outcomes emphasize not just the implementation of data structures and algorithms, but also conceptual understanding, algorithmic design, communication skills, and cultural relevance, including the integration of Indigenous perspectives and knowledge systems. This shift ensures that the course remains current, inclusive, and interdisciplinary, preparing students for real-world problem-solving across various domains.

- Calendar Description: Revised to better reflect the course content and objectives.
- Learning Outcomes: Updated to align with revised program objectives, accreditation requirements and institutional goals.
- Recommended Evaluation Methods and Weighting: Adjusted to include the lab work.
- Texts and Resource Materials: New textbook and Indigenous knowledge source have been added.
- Course Content and Topics: The listed topics are all relevant to data structures and algorithms. However, the order is improved to better reflect a logical progression of concepts from foundational to more advanced. New topic to reflect in Indigenous perspectives were 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 \(ILOs\)](#): The revised learning outcomes meet the current program's objectives. This expands the scope of the course to include a broader and more integrated understanding of algorithmic thinking, documentation, and cultural perspectives. The new learning outcomes

continue to meet and extend the program's existing objectives. The new outcomes emphasize foundational understanding (LO 1), algorithmic strategy design (LO 3), and investigation of computational processes (LO 4). Additionally, the inclusion of LO 5 introduces a culturally responsive dimension, reflecting institutional commitments to Indigenous knowledge systems and fostering inclusive learning.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? At present, COMP 251 is not a required course for programs outside of the Computer Science discipline. However, the proposed revisions aim to increase the course's relevance and accessibility across disciplines.
5. Which program areas have been consulted about the change(s)? No particular program areas have been formally consulted regarding the proposed course changes.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The revised COMP 251 course actively contributes to indigenizing academy by integrating Indigenous ways of knowing into the study of algorithmic thinking and data structures. Specifically, LO 5 prompts students to reflect on how Stó:lō practices and other Indigenous traditions embed mathematical and computational ideas that align with modern algorithmic problem-solving. This creates space in the curriculum to explore computing concepts through culturally grounded, land-based perspectives. For example, students may engage in a reflective assignment or discussion that connects Indigenous knowledge systems—such as traditional ecological knowledge, seasonal cycles, or methods of classification and organization—with core computational concepts like recursion, sorting, or graph traversal.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Assignments are designed to be flexible and contextual, allowing students to apply algorithmic thinking to real-world problems relevant to their own interests or cultural backgrounds. For example, students might choose case studies or datasets that reflect social, environmental, or community-focused challenges. This flexibility promotes engagement across a diverse student body and validates different lived experiences.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The class size is ideally capped at 30–35 students to ensure effective interaction during coding exercises and to support inclusive, feedback-driven instruction, particularly when covering complex algorithmic concepts.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The estimated cost for COMP 251 is relatively low. The primary expense for this course is the textbook, which costs approximately CAD 225. A more affordable e-book version is available for around CAD 30. Software tools or integrated development environments (IDEs) used in the course are available as free community editions or open-source alternatives and are recommended for student use.



ORIGINAL COURSE IMPLEMENTATION DATE: November 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COMP 251                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Data Structures and Algorithms                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Data Structures & Algorithms                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on essential concepts in data structures and algorithms including arrays, linked-lists, stacks, queues, priority queues, dynamic arrays, heaps, search trees, hash tables and graphs. The curriculum introduces classical algorithmic strategies for sorting, searching, and recursion using modern object-oriented programming.                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | COMP 125, COMP 155, and MATH 125.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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 semester</b><br>Maximum enrolment (for information only): <b>35</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 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. Demonstrate a foundational understanding of essential concepts related to data structures and algorithms.
2. Design algorithmic strategies for solving classical computational problems, such as sorting, graph searching, and recursion.
3. Implement various algorithms and their corresponding data structures in a programming environment.
4. Analyze functionality and performance metrics for various algorithms and data structures.
5. Reflect on how Indigenous knowledge systems, such as Stó:lō seasonal cycles and resource management practices, illustrate principles of algorithmic thinking, including recursion, iteration, and optimization.

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

|             |     |                        |     |                      |    |
|-------------|-----|------------------------|-----|----------------------|----|
| Final exam: | 30% | Quizzes/tests/midterm: | 25% | Holistic assessment: | 5% |
| Lab work:   | 10% | Assignments:           | 30% |                      | %  |

**Details:**

Quizzes (5%) and midterm exam (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.)*

Structured lectures which include instructor presentations, in-class polling and collaborative learning such as group assignments and labs.

**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             | Michael T. Goodrich, Roberto Tamassia and Michael H. Goldwasser              | Data Structures and Algorithms in Java, 6th Edition                                              | 2014 |
| 2. Book                 | Mark Allen Weiss                                                             | Data Structures and Algorithm Analysis in C++, Pearson                                           | 2011 |
| 3. Book                 | Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, and Clifford Stein | Introduction to Algorithms (No specific programming language -- it uses "Pseudocode"), MIT press | 2009 |
| 4. Indigenous knowledge | Keith Thor Carlson                                                           | You are asked to Witness: The Stó:lō in Canada's Pacific Coast History.                          | 1997 |
| 5. OER                  | Pat Morin                                                                    | Open Data Structures in Java, access at BCcampus                                                 | 2011 |

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

Recommended Integrated Development Environment (IDE) is: (i) BlueJ or (ii) Eclipse.

**Course Content and Topics**

- Fundamental data structures algorithms analysis
- Stacks, queues, and deques
- Trees
- Priority queues and heaps
- Recursion
- Maps and hash tables
- Search trees
- Sorting algorithms
- Graphs
- Indigenous resource management practices and algorithmic thinking

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Opeyemi Adesina (Director, School of Computing)

Date: April 22, 2025

**Subject: Proposal for revision of Design and Analysis of Algorithms - COMP359**

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

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

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

2. Rationale for change: The proposed changes are intended to ensure the course remains current, relevant, and aligned with both program learning outcomes and industry standards. The changes reflect current industry standards and the latest developments in algorithm design and analysis. These changes are essential to ensure that the course content and structure remain relevant in a rapidly evolving field, and they aim to improve student engagement, deepen understanding of core concepts, and enhance employability skills. The delivery of curriculum will allow for inclusive resources, information, and content from Indigenous guest speakers

- Calendar Description: Revised to better reflect the course content and objectives.
- Learning Outcomes: Updated to align with revised program goals and accreditation requirements.
- Recommended Evaluation Methods and Weighting: Adjusted to include more diverse and formative assessment strategies.
- Texts and Resource Materials: New textbook and open sources material have been added to reflect recent developments.
- Course Content and Topics: New topics have been added, and outdated and overlapped topics have been removed.

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

Outcomes (ILOs): the learning outcomes are rewritten to reflect the program goals and adhere to accreditation requirements.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Currently, COMP359 is not identified as a required course for programs beyond the Computer Science discipline. However, the revisions are designed to enhance the course's relevance and accessibility. Should any other programs begin to recognize the importance of algorithm design and analysis, the updated course content will ensure that it meets their requirements effectively, potentially enriching the curriculum of those programs.
5. Which program areas have been consulted about the change(s)? No specific program areas have been consulted about the changes to the course.
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 \(UNDRIP\)](#). Incorporating Indigenous perspectives into the curriculum shall be achieved by selecting case studies or algorithmic problems that pertain to Indigenous knowledge systems or applications relevant to Indigenous communities. For example, assignments will involve using algorithms to analyze traditional ecological knowledge or data relevant to Indigenous land management practices. Holistic assessment related to Indigenous group decision-making (consensus / circle method / roles of elder, matriarch, youth) shall be considered. Recent research published from Journal Nature on DNA analysis of Indigenous populations is included among new resources, where this directly relates to the study of dynamic programming algorithms applied to alignment of genetic sequences.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? COMP 359 promotes equity, diversity, and inclusion through varied assignment design that accommodates different learning styles and backgrounds. For instance, group projects is included to encourage collaboration among students from diverse backgrounds, ensuring that all voices are heard and integrated into the learning experience. Additionally, the selection of examples and case studies in course content shall reflect diverse cultural contexts, showcasing contributions to computer science from various groups, thus creating a more inclusive learning environment.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The class size for COMP359 will be limited to 35 students or fewer, which is necessary due to the constraints of lab size and to facilitate better engagement among students. A smaller class size allows for more personalized instruction, enhanced interaction, and collaboration, thereby improving the overall learning experience. The course will be offered annually, ensuring that students have consistent access to this essential component of their education in algorithm design and analysis.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Students can expect to incur costs for the latest editions of necessary textbooks, such as "Introduction to Algorithms" and "Introduction to the Design and Analysis of Algorithms." The total cost for textbooks may vary based on the retailer, format (e.g., physical versus digital), and any

supplementary materials that may be required throughout the course. However, students should be informed about the availability of open-source materials, which may help mitigate costs.

**CWC comments and responses:**

- How are the supervised lab hours adapted for an online environment if this course is not taught in person?

*Online, students split into their groups through breakout rooms and can share their display as well as instructor sharing their computer screen.*

*We discuss their needs both in the entire class together while groups are deciding on different topics for assignments and presentations and separately when they are making decisions together toward the learning outcomes.*

- Although UEC Pre-Check appreciates memo response #6, it is not completely clear how learning outcome #5 connects to the rest of the course. (“Reflect on their personal experience of collaboration in problem solving involving Indigenous group-decision-making practices.”)
  - *Reflection on Indigenous group decision-making is important to the rest of the course, because students working together can then consider a variety of roles and decisions—many ways to solve a single algorithmic problem exist, and thousands of different programming languages—as they see many good ways of doing work that empower multiple truths including Indigenous Peoples and to see identities of all peoples reflected positively in our coursework.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COMP 359                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Design and Analysis of Algorithms                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Design & Analysis of Algorithms                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Advanced study of the analysis and design of algorithms and data structures techniques with a focus on problem-solving strategies, algorithm efficiency, correctness, and performance metrics through group coursework and communication through class presentations.                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | COMP 251, (MATH 125 or MATH 225), and (STAT 106 or MATH 270/STAT 270).                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>35</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 12, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 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. Design algorithms for various problem types using different algorithmic and data structure paradigms.
2. Analyze algorithm performance using asymptotic notations to measure their time and space complexities.
3. Implement efficient algorithms for solving real-world computational problems with reference to Indigenous-applied case-studies.
4. Collaborate to document and clearly communicate implementations using statistical experiments that demonstrate precision.
5. Reflect on their personal experience of collaboration in problem solving involving Indigenous group-decision-making practices.

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

|          |     |              |     |                      |     |
|----------|-----|--------------|-----|----------------------|-----|
| Project: | 60% | Assignments: | 30% | Holistic assessment: | 10% |
|          | %   |              | %   |                      | %   |

**Details:**

- Project 1 (presentation of assignment 1), 15%
- Project 2 (presentation of assignment 2), 20%
- Project 3 (presentation of assignment 3), 25%

Each project is completed as a presentation of and after its corresponding assignment. Each assignment and presentation are typically done in groups of three. The first two projects are given as screen-recorded videos shared on a discussion board. The last project is completed as an in-person presentation on-campus during the final exam period.

**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 including hands-on programming, and assignments

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

| Type        | Author or description                               | Title and publication/access details                                                                                                                                                                     | Year |
|-------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Anany Levitin                                       | Introduction to the Design and Analysis of Algorithms                                                                                                                                                    | 2011 |
| 2. Textbook | Cormen, Leiserson, Rivest, and Stein                | Introduction to Algorithms                                                                                                                                                                               | 2022 |
| 3. OER book | Johan Sannemo                                       | Principles of Algorithmic Problem Solving                                                                                                                                                                | 2018 |
| 4. Journal  | Pinotti, T., Adler, M.A., Mermejo, R. <i>et al.</i> | Picuris Pueblo oral history and genomics reveal continuity in US Southwest. <i>Nature</i> (2025).<br><a href="https://doi.org/10.1038/s41586-025-08791-9">https://doi.org/10.1038/s41586-025-08791-9</a> | 2025 |
| 5.          |                                                     |                                                                                                                                                                                                          |      |

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

Compilers or interpreters for a programming language such as Python, Java, C++, or C# and the associated pre-built data structures and algorithms Libraries. Software to visualize algorithm execution (e.g., Visualgo).

**Course Content and Topics**

- Review of data structure and simple algorithms
- Sorting and searching
- Directed and undirected graphs
- Decrease-and-conquer
- Divide-and-conquer
- Transform-and-conquer
- Algorithm analysis
- Randomized algorithms
- Dynamic programming
- Greedy algorithms
- Ethics in algorithm design and intersections with indigenous perspectives
- Indigenous group decision-making (consensus; circle method; roles of elder, matriarch, youth)

**Memo for Course Changes**

To: UEC

From: Ismail El Sayad & Opeyemi Adesina

Date: January 16, 2026

**Subject: Proposal for revision of COMP 381 - Introduction to Machine Learning**

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

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

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

2. Rationale for change:

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 updated learning outcomes incorporate ethical considerations, Indigenous data sovereignty, and cultural perspectives in machine learning. These changes align with program learning outcomes by strengthening students' critical thinking, ethical reasoning, and awareness of diverse worldviews in computing practices. They contribute to Institutional Learning Outcomes (ILOs)**

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

This course contributes to Indigenizing Our Academy by integrating Indigenous perspectives on data use, governance, and sovereignty into the study of machine learning. Students are introduced to the concept of Indigenous data sovereignty and are encouraged to critically reflect on the cultural and ethical implications of using data in computational models.

The course also emphasizes respect for Indigenous knowledge systems and highlights the importance of ethical engagement with communities in technological contexts. By framing machine learning not only as a technical skill but also as a practice situated within broader social and cultural contexts, the course supports UFV's institutional commitment to reconciliation, intercultural understanding, and inclusive education.

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

The course reflects principles of equity, diversity, and inclusion (EDI) in several ways. Assignment design includes opportunities for students to critically evaluate the ethical and societal impacts of machine learning, ensuring diverse perspectives are considered. Topic selection integrates Indigenous data sovereignty and cultural perspectives, broadening students' understanding of how technology intersects with different communities. Curriculum delivery encourages inclusive classroom practices such as open discussions, case studies, and examples drawn from diverse contexts. Together, these approaches ensure that students not only build technical expertise but also develop awareness of equity and inclusion in the application of machine 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. **N/A**)

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

**The recommended (but not required) textbooks range from \$50 to \$110**

**CWC comment and response:**

- Labs are included in the evaluation and instructional methods sections, but not in the typical structure of hours. Is this correct?  
*Labs are included in the evaluation and instructional methods sections, but not in the typical structure of hours. Is this correct?*



ORIGINAL COURSE IMPLEMENTATION DATE: November 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COMP 381                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Machine Learning<br><b>Course Short Title:</b> Intro to Machine Learning                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> School of Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Programming computers to learn from data and experience, with applications from spam detection to speech recognition. Emphasis on implementing machine learning algorithms, ethical practices, and Indigenous perspectives in data use and sovereignty.                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | COMP 251 and (STAT 106 or STAT 270).<br>Note: Students who do not have the required courses but have been admitted to one of the following programs can contact the department for permission to register: Data Analysis post-baccalaureate certificate, Artificial Intelligence and Machine Learning post-baccalaureate diploma, Cybersecurity post-baccalaureate diploma, or Software Engineering post-baccalaureate diploma.                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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; no limit on repeats</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>35</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (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> January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**COMP 381**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Explore large amounts of data using a systematic approach
2. Implement classification, regression and clustering models.
3. Implement a simple recommendation system.
4. Evaluate machine learning performance.
5. Use existing machine learning toolkits.
6. Evaluate the social and ethical impacts of machine learning, particularly with respect to indigenous data sovereignty and respectful use of Indigenous knowledge.

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

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

**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, lab exercises, and assignments involving the use of machine learning algorithms.

**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 | James, G.                                                          | Introduction to Statistical Learning, Springer | 2023 |
| 2. | Book | Flach, P.                                                          | Machine Learning, Cambridge                    | 2012 |
| 3. | Book | Ian Goodfellow Yoshua Bengio, Aaron Courville                      | Deep Learning MIT Press book                   | 2016 |
| 4. | Book | Murphy, K.                                                         | Machine Learning, MIT                          | 2023 |
| 5. | Book | Walter, M., Kukutai, T., Carroll, S. R., and Rodriguez-Lonebear, D | Indigenous Data Sovereignty and Policy         | 2021 |

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

None

**Course Content and Topics**

- Linear regression
- The perceptron
- Logistic regression
- K-nearest neighbours
- Regularization
- Neural networks
- Support vector machines
- Non-parametric models
- Clustering
- Ethical machine learning, Indigenous data sovereignty, and cultural perspectives in machine learning

**Memo for Course Changes**

To: College of Arts Curriculum Committee (CACC)

From: Glen Baier, Mark Thomson

Date: January 16, 2026

**Subject: Proposal for revision of PHIL 318: Environmental Ethics**

*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:

GEO 256: *Knowledge and Ethics in Geographic and Environmental Research* is a new course being integrated into the BES/BES-NS. It provides a sufficient background in ethical thinking for students in these programs to be successful in PHIL 318, so is a suitable alternative to 3 credits in PHIL for ENV students.

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?

PHIL 318 is a required course for the BES/BES-NS. The change will make it easier for students in these programs to prepare for PHIL 318 by giving them more flexibility.

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

Philosophy and Planning, Geography, and Environmental 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 \(UNDRIP\)](#).

The learning outcomes (#5) include 'articulate environmental ethical problems from Indigenous perspectives. The course content includes the topic of Indigenous ethical perspectives on the environment, and two of the three Texts and Resource Materials are from Indigenous authors. Unit 3 'Creating and evaluating proposals to local environmental problems' also invites students to engage with Indigenous writers and activists from the local community in developing their proposals.

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

The recommended assessments methods are meant to be flexible, include a holistic approach, and be inviting of a variety of ways to demonstrate learning. Also, because the course is focused on ethics and includes some attention to activism (Unit 2) the course content explicitly addresses questions of equitability in access to environmental resources as well as questions of equitability in terms of responsibility for responding to environmental problems.

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):

\$50-100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2029  
 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> PHIL 318                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Environmental Ethics<br><b>Course Short Title:</b> Environmental Ethics                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores environmental ethical issues and investigates animal rights, climate change and the politicization of science, pollution caused by human activities, and obligations to future generations.                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including one of the following: 6 credits of PHIL, (GEOG 256 and 3 credits of ENV), or (3 credits of PHIL and 3 credits of ENV).                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 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 environmental issues in the context of various cultural conceptual frameworks.
2. Use philosophical and theoretical frameworks for making moral and policy decisions.
3. Apply moral and axiological theories to environmental issues.
4. Examine various strategies for managing global and environmental issues as they are manifested locally in order to generate policy recommendations and recommendations for individual action.
5. Articulate environmental ethical problems from Indigenous perspectives.
6. Evaluate responses to environmental ethical problems from a variety of ethical perspectives.

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

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

**Details:**

Assignments may include:

- Two argumentative essays (30%)
- Reading reflections (15%)
- Outdoor journaling (10%)
- Options of class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (15%)
- Group project on a local environmental problem (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.)*

**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 | Daniel Wildcat        | Red Alert! Saving the Planet with Indigenous Knowledge | 2009 |
| 2. Textbook | Byron Williston       | Environmental Ethics for Canadians                     | 2016 |
| 3. Textbook | Robin Kimmerer        | Braiding Sweetgrass                                    | 2015 |
| 4.          |                       |                                                        |      |
| 5.          |                       |                                                        |      |

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

**Course Content and Topics**

Unit 1: Examining Western and Indigenous ethical perspectives on the environment

- Defining moral standing
- Biocentrism and ecocentrism
- Relationships to land and place
- Grounded normativity
- Animal rights
- Ecofeminism

Unit 2: Identifying and exploring local and global problems

- Biodiversity and sustainability
- Climate change
- Economics and ecology
- Environmental activism

Unit 3: Creating and evaluating proposals to local environmental problems

- Topics to be determined by the class

**Memo for Course Changes**

To: FSCC, SFC, UEC

From: Ian Affleck, Acting Dept Head, Geoscience

Date: Nov 20, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CWC comments and responses:**

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

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

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 116                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Earth Rocks                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Geoscience                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An introduction to physical geology that explores the materials that compose the Earth and the processes that operate to form the Earth and its surface. Topics include minerals, rocks, earth resources, plate tectonics, geophysical hazards, and surficial features.<br><br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 | Supervised laboratory hours (science lab) | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>Yes</b>                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> November 21, 2025                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 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. Demonstrate competence in basic geological skills including mineral and rock identification, the interpretation of topographic and geologic maps, and the construction of geologic cross-sections.
2. Explain the ethical issues faced when conducting geological science.
3. Demonstrate competence in quantitative data analysis including the construction and reading of graphs, construction and use of spreadsheets, and analysis of topographic and geologic maps and geologic systems.
4. Describe geologic time, its major divisions, and the changes in the intensity of geological processes that are associated with different time periods.
5. Articulate scientific theories that explain basic geologic processes.
6. Apply the scientific method in the investigation of geological processes with an emphasis on the unifying theory of plate tectonics.
7. Describe the genesis and economic use of Earth resources such as fossil fuels, metals, and non-metallic minerals.
8. Explain weathering and erosion processes and their role in landscape formation.
9. Explain how a knowledge of geology can aid in land-use decisions and the mitigation of geophysical natural hazards.
10. Communicate geologic concepts using scientific methods.
11. Demonstrate how geologic and Indigenous Knowledge complement each other for a deeper understanding of recent geologic history of western North America.
12. Critically reflect upon their learning from discussions in lectures and labs.

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

|             |     |              |   |                        |     |
|-------------|-----|--------------|---|------------------------|-----|
| Final exam: | 25% | Assignments: | % | Quizzes/tests/midterm: | 35% |
| Lab work:   | 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, assigned readings, discussion groups, videos, online resources, laboratory assignments will be used in this course. Guest lectures and field trips may be used.

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

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

**Course Content and Topics**

**Lectures:**

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

**Labs:**

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

**Memo for Course Changes**

To: FC and UEC

From: Renee Prasad, Ian Affleck

Date: December 12, 2025

**Subject: Proposal for revision of GEOG/BIO 219 Biogeography**

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

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

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

2. Rationale for change:

**The course is moving from 4 credits and 90-hours to 3 credits and 45-hours. This reduction in contact hours makes the course more likely to run at least annually and for students to incorporate the course into their existing course schedules. Hour reduction is in part being achieved by reducing redundancies for some lab activities, as these are covered in other courses in either GEOG or BIO. Further, reduction in hours is achieved by removing the online activities. Lastly, the focus is on a widely applicable set of technical skills that new graduates would benefit from knowing for either graduate school or professional practice.**

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

| Course Learning Outcomes                                                                    | ILOs                                                                                       |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Explain how plate tectonics and natural selection are the primary basis for biogeography | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically |

|                                                                                                                    |                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 2. Describe populations, communities, ecosystems, and biomes in terms of both biotic and abiotic factors           | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                       |
| 3. Describe the impact of geological, evolutionary, and anthropological events/activities on species distribution. | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically                                       |
| 4. Articulate how Indigenous perspectives contribute to the science and application of biogeography                | 5. Engage with Indigenous Knowledge Systems<br>7. Advocate for Equity, Diversity, and Inclusion                                  |
| 5. Collect and interpret data on the distribution of species in a habitat                                          | 1. Apply Knowledge and Competencies Proficiently<br>2. Examine Critically and Holistically<br>8. Engage in Reflection for Action |
| 6. Communicate research results to an expert or general audience                                                   | 3. Communicate Effectively<br>8. Engage in Reflection for Action                                                                 |

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

**GEOG/BIO 219 is not required in any program. It plays an important role in the Bachelor of Agricultural Science and the Bachelor of Environmental Studies (Natural Science) as a prerequisite for certain upper-level Biology courses that are important in those programs. Those programs are not affected by the changes proposed here.**

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

**Agriculture, Biology, and Planning, Geography and Environmental 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 \(UNDRIP\)](#).

**Biogeography is the study of the distribution of species using geological, evolutionary and anthropogenic evidence. Indigenous cultures from around the world have other explanations to explain the distribution of the same species. We will explore these other world views in this course, especially as they pertain to Stó:lō world views and for example those of Māori and/or Polynesian cultures and the unique flora and fauna of the Pacific Islands. The incorporation of Indigenous practices, informed by Indigenous world views, into the application of biogeography**

for conservation biology, for example, will also be explored. In terms of assessment, students will be required to reflect on their learning following hands-on activities with pre and post-activity questions.

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

The changes proposed are being done in part to reflect EDI principles. For example, 90-hour courses with 2 meeting times a week, are very challenging for students to incorporate into their schedules as it creates conflicts with other required courses. For some students, this can delay their graduation. We are also choosing activities and field trips that can be done during class time, as not all students are able to do field trips outside of class time (due to family and work conflicts). Finally, when selecting field trips we will focus on locations that are accessible to all students including those with mobility or other health constraints. Alternative activities will be available for those who cannot join.

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.)

Field trips will be integrated into class time and will be run during class time. Locations will be selected that don't pose accessibility challenges and that are within 20-minutes of UFV Abbotsford or Chilliwack campus.

9. Estimate of the typical costs for this course, including textbooks and other materials: **Textbook is required. Digital version is acceptable and is currently available for \$86. No cost for field trips.**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2007  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 219                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Biogeography<br><b>Course Short Title:</b> Biogeography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> Geoscience                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examine the geological, evolutionary, and anthropogenic causes of the geographic distribution of species. Understand the organization of species into populations, communities, ecosystems, and biomes. Explore the applications of biogeography for conservation biology, invasive species management, and agriculture.<br><br>Note: Field trips during class time will be required. Please refer to the department website for field trip scheduling information.<br>Note: This course is offered as GEOG 219 and BIO 219. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Any 100-level AGRI, BIO, CHEM, ENV, GEOG, or PHYS course.                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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>GEOG 317/BIO 317</b><br>Cross-listed with: <b>BIO 219</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>26</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Experiential (field trip)</td> <td>9</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 26 | Tutorials/workshops | 10 | Experiential (field trip) | 9 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 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 plate tectonics and natural selection are the primary basis for biogeography.
2. Describe populations, communities, ecosystems, and biomes in terms of both biotic and abiotic factors.
3. Describe the impact of geological, evolutionary, and anthropological events/activities on species distribution.
4. Articulate how Indigenous perspectives contribute to the science and application of biogeography.
5. Interpret data on the distribution of species in a habitat.
6. Communicate research results to an expert or general audience.

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

|                        |     |                   |     |           |     |
|------------------------|-----|-------------------|-----|-----------|-----|
| Final exam:            | 15% | Assignments:      | 20% | Lab work: | 20% |
| Quizzes/tests/midterm: | 25% | Field evaluation: | 20% |           | %   |

**Details:**

Assignments include presentation (5%), participation (5%), and blogs (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.)*

Course format will include lectures, presentations, discussions, laboratory sessions and field trips

**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    | Cox, C.B., P.D. Moore, R.J. Ladle                                        | Biogeography: An ecological and evolutionary approach, 10 <sup>th</sup> Edition                                                                                                                                                                                             | 2019 |
| 2. Article | Service, CN, Adams, MS, Artelle, KA, Paquet, P, Grant, LV, Darimont, CT. | Indigenous knowledge and science unite to reveal spatial and temporal dimensions of distribution shift in wildlife of conservation concern. PLoS ONE 9(7): e101595. <a href="https://doi.org/10.1371/journal.pone.0101595">https://doi.org/10.1371/journal.pone.0101595</a> | 2014 |
| 3.         |                                                                          |                                                                                                                                                                                                                                                                             |      |
| 4.         |                                                                          |                                                                                                                                                                                                                                                                             |      |
| 5.         |                                                                          |                                                                                                                                                                                                                                                                             |      |

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

Laboratory and field notebook

**Course Content and Topics**

When offered as a lecture course with integrated hands-on activities:

1. The history of biogeography
2. Patterns and distribution
3. Communities and ecosystems
4. Patterns of biodiversity
5. Plate tectonics
6. Evolution, the source of novelty
7. Life, death, and evolution on islands
8. From evolution to patterns of life
9. Patterns in the past
10. Setting the scene for today
11. Ice and change
12. The human intrusion
13. Conservation of biogeography



ORIGINAL COURSE IMPLEMENTATION DATE: January 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIO 219                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                            |  |
| <b>Course Full Title:</b> Biogeography                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                   |  |
| <b>Course Short Title:</b> Biogeography                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Department/School:</b> Geoscience                                                                                                                                                                                              |  |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                   |  |
| This is a cross-listed course. Please refer to <b>GEOG 219</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                   |  |
| Examine the geological, evolutionary, and anthropogenic causes of the geographic distribution of species. Understand the organization of species into populations, communities, ecosystems, and biomes. Explore the applications of biogeography for conservation biology, invasive species management, and agriculture.                                                                                                                    |  |                                                                                                                                                                                                                                   |  |
| Note: Field trips during class time will be required. Please refer to the department website for field trip scheduling information.                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                   |  |
| Note: This course is offered as GEOG 219 and BIO 219. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |  | Any 100-level AGRI, BIO, CHEM, ENV, GEOG, or PHYS course.                                                                                                                                                                         |  |
| <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>GEOG 317/BIO 317</b><br>Cross-listed with: <b>GEOG 219</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |  | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Date approved:</b> January 16, 2026                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                            |  |

**Memo for Course Changes**

To: FSCC, FC, and UEC

From: Afia Raja, Department Head, Planning, Geography and Environmental Studies

Date: Jan 16<sup>th</sup>, 2026

**Subject: Proposal for revision of GEOG 252: Quantitative Methods in Geography**

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

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

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

2. Rationale for change:

- The change from *4 credits to 3 credits* and from *75 hours to 45 hours* of GEOG 252 is in line with the restructuring of PGES courses. The learning outcomes, grading system and total contact hours are adjusted accordingly.
- As this is a six-year review so that resource material is also 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 \(ILOs\)](#): The learning outcomes were streamlined by removing three outcomes to keep the course scope manageable given the reduced contact hours and course credits. In addition in the light of UFV ILO's, one learning outcome was added to explicitly incorporate data resources related to First Nations and local communities.
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)? NA
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 \(UNDRIP\)](#).

- GEOG 252 includes a module exercise for statistical analysis using First Nation data sources.
  - An additional Learning Outcome was added for the inclusion of Indigenous resources.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course project draws on diverse datasets from around the world to support EDI objectives.
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.
- Course credits dropped from 4 to 3 which is in line with the restructuring of PGES courses.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Just old Textbooks updated to new ones. The new textbook is CAD 156.99.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1996  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 252                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Explanation in Geography: Quantitative Methods<br><b>Course Short Title:</b> Quantitative Methods                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A numerical approach to problem-solving in geography. Methods in the collection, description, analysis, and presentation of quantitative data will be addressed.                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>GEOG 352</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>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>25</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Supervised laboratory hours (computer lab) | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                          | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>Yes</b>                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 16, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 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 methods in descriptive, inferential and relational statistics to the task of problem solving in geography.
2. Use quantitative methods to test hypotheses.
3. Create spreadsheets to enter, organize, and manage quantitative datasets drawn from real-world context (e.g. Lower Mainland municipal data and First Nations reserve/community data).
4. Convert geographical questions into statistically testable propositions and research designs.
5. Develop a basic working ability with statistical software, such as SPSS.

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

|          |     |           |     |                        |     |
|----------|-----|-----------|-----|------------------------|-----|
| Project: | 25% | Lab work: | 50% | Quizzes/tests/midterm: | 25% |
|          | %   |           | %   |                        | %   |

**Details:**

Lab work has 10 statistical labs present in the textbook with data provided from the publisher.

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

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

Lectures, guest presentations, computer lab assignments, class discussions.

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

| Type        | Author or description                           | Title and publication/access details                                           | Year    |
|-------------|-------------------------------------------------|--------------------------------------------------------------------------------|---------|
| 1. Textbook | Roberts, Lance W., Karen Kampen and Tracey Pete | The Statistics Coach: Learning Through Practice                                | 2010    |
| 2. Textbook | Harris, Richard and Claire Jarvis               | Statistics for Geography and Environmental Science                             | 2011    |
| 3. Textbook | Michael Haan and Jenny Godley                   | An Introduction to Statistics for Canadian Social Scientists, Third Edition    | Current |
| 4. Textbook | R. Lyman Ott and , Micheal T. Longnecker        | An Introduction to Statistical Methods and Data Analysis (recommended reading) | Current |
| 5.          |                                                 |                                                                                |         |

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

None

**Course Content and Topics**

1. What is quantitative data and where does it come from: issues of scale, measurement, and collection
2. The normal curve and its role in statistics
3. Probability, and hypothesis testing
4. Devising testable propositions in Geography
5. Survey design and sampling
6. The ethics of data collection and use
7. How to detect and measure relationships in quantitative data
8. How to build and manage a spreadsheet for geographical analysis
9. Applications of correlation and regression

**Memo for Course Changes**

To: Dr. Michael Hitch

From: Afia Raja

Date: November 25, 2025

**Subject: Proposal for revision of GEOG 357: Conservation GIS**

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

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

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

2. Rationale for change:

- The change from 4 credits to 3 credits and from 90 hours to 45 hours of GEOG 357 is in line with the restructuring of PGES courses as well as in smoother articulation of the GIS course in BCCAT where most GIS courses are 3 credits.

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 \(ILOs\)](#): Slight change to learning outcomes, to include Indigenous data analysis. One learning outcome deleted to make sure that the workload is met with the reduced contact hours and course credits.
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)? Bachelor of Environmental Studies and the BES (NS) consulted.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- GEOG 357 includes a module exercise on mapping using First nations data for e.g. as of now, the students do a lab entitled *"Identifying overlap in areas used for subsistence hunting of Sitka black-tail deer by residents of Hoonah, Elfin Cove and Pelican using ArcGIS"*. This exercise on decolonized mapping shows how land, specifically hunting and marine resource gathering areas are treated in Indigenous cultures.
  - An additional Learning Outcome for indigenization: Reflect on decolonized mapping techniques that show how land and resource gathering areas are conserved in Indigenous cultures.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course reflects principles of equity, diversity, and inclusion through intentional topic selection, assignment design, and curriculum delivery. For example, in the module *"Predicting Environmental Impacts of Forestry Practices through GIS Analysis,"* Indigenous perspectives on forest stewardship are integrated into the lecture content and background materials, acknowledging Indigenous knowledge systems as essential and valid ways of understanding land management. This approach encourages students to critically engage with multiple knowledge traditions and promotes respect for Indigenous rights and relationships to land.

In addition, course modules draw on spatial datasets and case studies from diverse geographic regions around the world, exposing students to a range of environmental, cultural, and socio-political contexts. This global perspective supports inclusive learning by broadening students' understanding of how environmental challenges and planning practices differ across communities, scales, and lived experiences, while fostering equity through representation and diverse viewpoints in course materials.

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). Field trips can happen during class time.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): N/A, within the Lower mainland field trip, cost will be CAD 100 max each student.

**CWC comment and response:**

- Is it correct that GEOG 253 is not required for success in either this course or GEOG 358?  
Yes



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|---------------------|---|---------------------------|--|-------------------|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 357                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Conservation GIS<br><b>Course Short Title:</b> Conservation GIS                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Concepts in conservation planning and management will be investigated through the application of spatial analysis techniques and Geography Information Systems (GIS).<br>Note: This course is offered as GEOG 357 and BIO 357. Students may take only one of these for credit.<br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <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>GEOG 300J</b><br>Cross-listed with: <b>BIO 357</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td>Experiential (internship)</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Supervised laboratory hours (computer lab) | 20 | Tutorials/workshops | 5 | Experiential (internship) |  | [click to select] |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                               | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| Experiential (internship)                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| [click to select]                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 8, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |                     |   |                           |  |                   |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 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. Demonstrate GIS concepts and skills related to spatial planning for conservation.
2. Apply basic and intermediate spatial analysis techniques to problems in conservation biology through the creation and refinement of conservation plans.
3. Describe how geographic information is represented and managed on computers as GIS data.
4. Convert geographic information into GIS data that has location and attribute characteristics.
5. Conduct a GIS analysis to address a conservation issue.
6. Reflect on decolonized mapping techniques that show how land and resource gathering areas are conserved in Indigenous cultures.
7. Communicate findings in written, spatial, and visual forms.

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

|          |     |              |     |                        |     |
|----------|-----|--------------|-----|------------------------|-----|
| Project: | 25% | Assignments: | 50% | Quizzes/tests/midterm: | 25% |
|          | %   |              | %   |                        | %   |

**Details:**

Assignments include successful creation of a map package (40%), a map layout (30%) which may be static or interactive, and communication materials (30%) such as formal letters, e-mails, and posters.

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

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

The course typically includes lectures, guest lecturers, laboratory exercises, and online learning activities.

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

| Type        | Author or description                        | Title and publication/access details                                | Year |
|-------------|----------------------------------------------|---------------------------------------------------------------------|------|
| 1. Textbook | Craighead and Convis                         | Conservation Planning: Shaping the Future                           | 2013 |
| 2. Textbook | Tom Mueller (Editor), Gretchen F. Sassenrath | GIS Applications in Agriculture, Volume Four: Conservation Planning | 2021 |
| 3.          |                                              |                                                                     |      |

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

**Course Content and Topics**

1. Introduction to course.
2. Using GIS to examine hotspot biodiversity and endemism
3. GIS as an integrating tool for human communities, ecosystem services, and economics in conservation
4. Vegetation assessment of natural areas and land cover in conservation planning
5. Selecting species as targets for conservation
6. Using GIS in the identification and assessment of habitat quality
7. Identification and mapping of habitat cores using GIS



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                    |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Course Code and Number:</b> BIO 357                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                             |                  |
| <b>Course Full Title:</b> Conservation GIS                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                    |                  |
| <b>Course Short Title:</b> Conservation GIS                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                    |                  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                            |                  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 357</b> for the official course outline.                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                    |                  |
| <b>Calendar Description:</b><br>Concepts in conservation planning and management will be investigated through the application of spatial analysis techniques and Geography Information Systems (GIS).<br>Note: This course is offered as GEOG 357 and BIO 357. Students may take only one of these for credit.<br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. |  |                                                                                                                                                                                                                                    |                  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |  | 45 university-level credits.                                                                                                                                                                                                       |                  |
| <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>GEOG 300J</b><br>Cross-listed with: <b>GEOG 357</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                     |  | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                  |
| <b>Department / Program Head or Director</b>                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b>                                                                                                                                                                                                            | December 8, 2025 |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Date of meeting:</b>                                                                                                                                                                                                            | January 23, 2026 |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Date of meeting:</b>                                                                                                                                                                                                            | March 27, 2026   |

**Memo for Course Changes**

To: FSCC, FC and UEC

From: Afia Raja

Date: November 25, 2025

**Subject: Proposal for revision of GEOG 358: GIS for Safe and Healthy Cities**

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

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

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

2. Rationale for change:

- The change from *4 credits to 3 credits* of GEOG 358 is in line with the restructuring of PGES courses as well as in smoother articulation of the GIS course in BCCAT where most GIS courses are 3 credits. The Typical Structure of Instructional Hours was updated to 45 hours total to reflect the change in credit.
- The title of the course was changed to *GEOG 358- GIS for Safe and Healthy Cities* as there was a need to realign the course to the approved *Applied GIS Associate Certificate* where GEOG 358 became one of the three required GIS courses. There was also a need to realign the course for the *Bachelor of Regional and Community Planning* as well as the *Bachelor of Environmental Studies*. Changing the course title would prevent confusion on what the course is about. Earlier the course was purely structured around “Crime and safety” but now it is made a combination of “Onehealth and safety” to better match the needs of new programs BRCP and Applied GIS Associate Certificate,
- Also a slight update on the Calendar Description included addition of *health and diseases* to be consistent with the new title, important in making sure that the students can understand what the course is all about and reduce confusion.
- The number of learning outcomes remain the same, but like the calendar description, additional words relating to environmental and community health risks were added to make it explicit that the course is about health and safety.

- Two new textbooks on *environmental health and public health* were added to the list.
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 change in learning outcomes.
  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)? The School of Criminology was consulted with the changes and on September 4, 2024, the feedback was in the affirmative. The faculty in charge was happy for the changes as the title is now more applicable to their programs.
  6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
    - GEOG 358 includes a module exercise that addresses the *Truth and Reconciliation Commission's Call to Action No. 38*: "We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade." Under the module on *Analyzing Crime and Community Health Data using Spatial Statistics*, students will map out and analyse the spatial and temporal distribution of Aboriginal youth in custody. Students will then be able to draw conclusions on the state of Aboriginal youth custody.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The lab modules are built around data related to ethnic minorities and LGBTQ communities. Wherever possible, all efforts are made to work on publicly available sources of Indigenous data.
  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. Field trips might happen during class hours.
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The total cost of the field trip will be max CAD 100 per student.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|--------------------------------------------|----|---------------------|---|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 358                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> GIS for Safe and Healthy Communities<br><b>Course Short Title:</b> GIS: Safe Healthy Communities                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Planning, Geography, and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Concepts in crime mapping, environmental health, and geographic profiling will be investigated through the application of spatial analysis techniques and Geographic Information Systems (GIS).<br>Note: Field trips outside of class time may be required. Please refer to the department website for scheduling information.                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 300N</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>Winter only</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>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20 | Experiential (field trip) | 5 | Supervised laboratory hours (computer lab) | 15 | Tutorials/workshops | 5 |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                            | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                  | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> December 8, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |                                            |    |                     |   |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 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. Describe how information related to environmental and community health and safety are represented and managed on computers as GIS data.
2. Explain the core concepts of community safety and community health GIS in written, oral, and visual form.
3. Operate standard and emerging GIS software used in community and health and safety investigation.
4. Demonstrate competency in the operation of the standard and emerging GIS software used in community health and safety investigation.
5. Present findings on the applicability and ethics of using GIS in helping enhance safety measures and reducing community health risks in a local and regional setting.
6. Integrate primary and secondary geographic data in cartographic form to support community health and safety investigations into a real-world projects.
7. Explain Indigenous perspectives in mapping community health, safety and wellbeing.

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

|                        |     |              |     |          |     |
|------------------------|-----|--------------|-----|----------|-----|
| Quizzes/tests/midterm: | 35% | Assignments: | 40% | Project: | 25% |
|                        | %   |              | %   |          | %   |

**Details:**

Assignments include successful creation of a map package (40%), a map layout (30%) which may be static or interactive, and communication materials (30%) such as formal letters, e-mails, posters, and StoryMaps.

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

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

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

| Type        | Author or description                       | Title and publication/access details                                                                         | Year    |
|-------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Chainey, S. and Radcliffe, J.               | GIS and Crime Mapping                                                                                        | 2013    |
| 2. Textbook | J.A. Maantay (Editor) S McLafferty (Editor) | Geospatial Analysis of Environmental Health                                                                  | 2016    |
| 3. Textbook | Cromley, EK and SL McLafferty               | GIS and Public Health                                                                                        | Current |
| 4. Textbook | Owusu-Nempah, A., & Luscombe, A.            | Race, cannabis, and the Canadian war on drugs: An examination of Cannabis arrest data by race in five cities | 2020    |

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

Courses in Geography may have mandatory field trips with additional fees. Details are available on course syllabus distributed in class.

**Course Content and Topics**

This applied GIS course will be offered using a modified problem-based learning strategy where a project which may be part of CityStudio challenge such as safety in local parks or avian flu monitoring in Chilliwack poultry farms as sample themes of the problem based learning. The students use secondary data in GIS lab exercises, but when they apply their learning from the lab exercises to their project, they will be conducting research about the local area, search for secondary safety or health data or gather primary data that can be used in solving the issues raised in the theme and in completing expected deliverables of the CityStudio challenge. Short mini lessons on key topics may be given by the instructor as special GIS techniques that might be necessary to complete the deliverables. The instructor will facilitate the learning environment and provide key direction, mini lessons, and background information.

Topics likely to be covered include:

- Introduction to safety and disease mapping and ArcGIS
- GIS and the community safety and community health
- Effective community safety and disease map design and layout
- Geocoding safety and health data and standard query language, and geodatabases
- Geology and Isotope Mapping in safety and disease investigations
- Mapping organisms in safety and disease investigations
- Preparing community safety and community health data for analysis using geoprocessing
- Analyzing community safety and community health data through spatial statistics
- Safety and disease hotspots analysis
- Predicting safety and diseases in communities

**From:** Ian Affleck <[Ian.Affleck@ufv.ca](mailto:Ian.Affleck@ufv.ca)>

**Sent:** Monday, March 16, 2026 5:10 PM

**Subject:** Support for cross-listing of GEOG/PLAN courses

Please accept this as a letter of support from the Science Dean's office in support of cross-listing all three of GEOG 320, GEOG 355 and GEOG 364 as GEOG/PLAN. These initiatives all have my strongest support. In fact, I would advocate for all three to be PLAN courses with a GEOG cross-list, but doing so could add logistical challenges to the transition.

The calendar description of GEOG 320 (Sustainable Transportation) describes it as "an interdisciplinary international survey of the cultural, social, and economic impacts of transportation and its effects on built and natural environments". Today's issues of climate change, electric vehicles, and self-driving vehicles are all vital considerations in municipal planning, as they must take into account such aspects as bike lanes, electric vehicle charging stations, bus routes, transit hubs, rapid transit between communities, and parking lot size and location requirements. While GEOG 320 is one of seven courses in Planning-related topics (in the BRCP Planning Core) from which BRCP students must select four, it is clearly of great value to any future municipal planner, and the cross-list will signal this.

GEOG 355 (GIS for the Built Environment) "aims to equip students with mapping the built environment by learning the skills to conduct site suitability analysis, transportation modeling, environmental impact assessment, land use planning, and demographic analysis, fostering a comprehensive understanding of sustainable land use change through modules on spatial data analysis and mapping." (Calendar description) Geographic Information Systems skills are vital for planners, and this course was developed primarily for students pursuing this career. It is one of four courses in applied GIS (in the BRCP Planning Core) from which BRCP students must select one. As the option which is providing GIS tools for those working in planning, it deserves recognition as a PLAN course.

GEOG 364 (International Planning and Development Policy: Adapting to Climate Change) is another of seven courses in Planning-related topics (in the BRCP Planning Core) from which BRCP students must select four. It played a key role in the Urban Planning concentration in the Geography major, which was effectively replaced by the BRCP. It's clear from the learning outcomes that this is a planning course. It was initially categorized as "GEOG" in 2013 only because there was no "PLAN" prefix, and the "GEOG" prefix served well enough to indicate that it was curriculum within the broad umbrella of geography studies. Now that UFV has a "PLAN" prefix available, this course's categorization deserves

to be corrected.

While curriculum arguments demonstrate that the cross-listing of these courses with "PLAN" prefix is deserved, the newly established accreditation status of the BRCP by the Planning Standards Board, particularly the comments that accompany the report, are motivation to act on these changes right away. The attached Site Visit Team Report states (near the end of section 4.1) that the Site Visit Team (SVT) "notes the cross-listed courses allow for flexibility in learnings in one or more areas of study that overlap with planning" and "notes that additional work is being done to introduce more planning courses in the first and second year of education". While these three courses are all numbered at the 300-level, they may all be taken in second year, after completion of at least 45 credits.

Thanks,

Ian

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

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Ian Affleck (he/him)  
Acting Dean, Faculty of Science  
University of the Fraser Valley  
33844 King Rd, Abbotsford, BC, V2S 7M8  
[ian.affleck@ufv.ca](mailto:ian.affleck@ufv.ca)

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March 3, 2026  
University of the Fraser Valley  
33844 King Road, Abbotsford, BC

Dear Cherie Enns,

Re: ACCREDITATION OF UNIVERSITY OF THE FRASER VALLEY

I am pleased to inform you that the Board of Directors of the Professional Standards Board for the Planning Profession in Canada (PSB) has approved the recommendation of the Accreditation Program Committee to accredit the University of the Fraser Valley and

THAT

the Bachelor of Regional and Community Planning, in the Faculty of Science, University of the Fraser Valley, Abbotsford, British Columbia (the degree), BE ACCREDITED by the Professional Standards Board, the Canadian Institute of Planners and Affiliated Planning Institutes in Canada for two years beginning with the 2026 -2027 academic year and ending with the 2027-2028 academic year.

Thank you for your cooperation in our site visit process, and congratulations to you and your faculty on your successful re-accreditation.

Sincerely,

Phae Eckhart  
Executive Director  
Professional Standards Board

cc:  
Mary Lou Tanner, PSB APC Chair  
PTIA Executive Directors  
Ms. Marisa Lingard, CIP

**UEC: Supplemental document in support of the cross-listing of GEOG 320/PLAN 320 and GEOG 355/PLAN 355**

**Excerpt from the accreditation site visit team reviewing the Bachelor of regional and Community Planning.**

**Section 41. 4.1 General Overview of the Bachelor of Regional and Community Planning Program (pages 2 – 4)**

Conclusion: Overall, the program is designed to provide students with both breadth and depth of planning knowledge and skills. The program provides opportunities for additional certificates and specialization, and the SVT (Site Visit Team) notes the cross-listed courses allow for flexibility in learnings in one or more areas of study that overlap with planning. The Studio and Practicum/Internship courses provides opportunities for hands-on learning and advance knowledge of applied planning practices.

Previous concerns from the preliminary review team related to the four-year planning program have been resolved. The SVT notes that additional work is being done to introduce more planning courses in the first and second year of education, and the minimum criteria for accreditation has been met.

**Memo for Course Changes**

To: FSCC, FC and UEC

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

Date: 18 November 2025

**Subject: Proposal for cross-listing GEOG 320 with PLAN 320 and GEOG 355 with PLAN 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:

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

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

- GEOG 320 is to be cross-listed as PLAN 320.
- GEOG 355 is to be cross-listed as PLAN 355.

3. 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).

These courses serve as foundation courses for geography and planning and will address Indigenous knowledges, values and practices in planning, and ethical practice more generally.

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

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Sustainable Transportation<br><b>Course Short Title:</b> Sustainable Transportation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>This course provides a broad understanding of transportation issues. It is an interdisciplinary international survey of the cultural, social, and economic impacts of transportation and its effects on built and natural environments. The course explores the sustainability of the transportation alternatives besides the private automobile.</p> <p>Note: This course is offered as GEOG 320 and PLAN 320. Students may take only one of these for credit.<br/>         Note: Students with credit for GEOG 300U cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 300U</b><br>Cross-listed with: <b>PLAN 320</b><br>Equivalent course(s): <b>PLAN 320</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Experiential (field trip) | 10 | Tutorials/workshops | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 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. Describe the connection between transportation and the environment.
2. Discuss sustainable transportation theories through spatial justice, human rights, gender, Indigenous, and equity, diversity, and inclusion (EDI) lenses.
3. Investigate the ways in which the land use and diverse transportation modes work together to achieve smart growth, neo urbanism and transit-oriented development.
4. Critically examine innovative sustainable transportation measures including Intelligent Transportation Systems, carpooling, bus rapid transit, electric vehicles, complete streets, traffic calming, and related sustainable infrastructure.
5. Apply course concepts to real-life sustainable transportation projects.

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

|                        |     |              |     |   |
|------------------------|-----|--------------|-----|---|
| Final exam:            | 15% | Assignments: | 35% | % |
| Quizzes/tests/midterm: | 10% | Project:     | 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.)*

**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 | Preston L. Schiller and Jeffrey R. Kenworthy     | An Introduction to Sustainable Transportation: Policy, Planning and Implementation | 2017 |
| 2. Textbook | Henrik Gudmundsson, Ralph P. Hall                | Sustainable Transportation: Indicators, Frameworks, and Performance Management     | 2016 |
| 3. Other    | Other supporting text supplied by the instructor |                                                                                    |      |
| 4.          |                                                  |                                                                                    |      |
| 5.          |                                                  |                                                                                    |      |

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

None

**Course Content and Topics**

1. Introduction to sustainable transportation
2. Transport and the environment
3. Alternative propulsion technologies
4. Active modes of transportation and related advocacy: biking and skateboarding
5. Active modes of transportation and related advocacy: walking
6. Transit-oriented-development: smart cities, neo-urbanism, green cities
7. Complete streets and traffic calming techniques
8. Transportation policy and sustainability: key policy, planning and engineering best practices that relate to sustainable transportation
9. Public transportation: bus rapid transit, light rail transit, etc.
10. Public transportation for all: equity issues
11. Future of sustainable transportation: autonomous vehicles and smart corridors



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                              |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Course Code and Number:</b> PLAN 320                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                       |                   |
| <b>Course Full Title:</b> Sustainable Transportation                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                              |                   |
| <b>Course Short Title:</b> Sustainable Transportation                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                              |                   |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                      |                   |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                              |                   |
| This is a cross-listed course. Please refer to <b>GEOG 320</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                              |                   |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                              |                   |
| This course provides a broad understanding of transportation issues. It is an interdisciplinary international survey of the cultural, social, and economic impacts of transportation and its effects on built and natural environments. The course explores the sustainability of the transportation alternatives besides the private automobile.                                                                                                      |  |                                                                                                                                                                                                                                                              |                   |
| Note: This course is offered as GEOG 320 and PLAN 320. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                              |                   |
| Note: Students with credit for GEOG 300U cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                              |                   |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |  | 45 university-level credits.                                                                                                                                                                                                                                 |                   |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                          |  | None.                                                                                                                                                                                                                                                        |                   |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                      |  | None.                                                                                                                                                                                                                                                        |                   |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 300U</b><br>Cross-listed with: <b>GEOG 320</b><br>Equivalent course(s): <b>GEOG 320</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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |                   |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                      | November 17, 2025 |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                      | January 9, 2026   |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                      | March 27, 2026    |



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2024  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 355                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> GIS for Built Environment<br><b>Course Short Title:</b> GIS for Built Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This course aims to equip students with mapping the built environment by learning the skills to conduct site suitability analysis, transportation modeling, environmental impact assessment, land use planning, and demographic analysis, fostering a comprehensive understanding of sustainable land use change through modules on spatial data analysis and mapping.<br><br>Note: This course is offered as GEOG 355 and PLAN 355. Students may take only one of these for credit.                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>PLAN 355</b><br>Equivalent course(s): <b>PLAN 355</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <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>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Supervised laboratory hours (computer lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> November 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 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. Create geographic information systems in desktop and web environments that can be used by planners, environmentalist, conservationist, developers, urbanists, policy makers, managers and geographers to make informed land development and conservation decisions.
2. Demonstrate competency in the operation of geospatial technologies to acquire the skills necessary for constructing and managing spatial (geographic) databases effectively.
3. Plan and design land development projects utilizing software, database management, and research skills, while contextualizing within community dynamics.
4. Prepare graphic presentations including 3D visualization of urban spaces for the built environment.
5. Apply scientific principles and processes behind land use planning, land development, land conservation, and resource management.
6. Discuss how GIS can be used to understand and promote Indigenous perspectives in the Fraser Valley.
7. Explain how land use planning and resource conservation can use GIS to promote equity, diversity, and inclusion in their operations.

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

|                      |     |           |     |                |     |
|----------------------|-----|-----------|-----|----------------|-----|
| Project:             | 20% | Lab work: | 40% | Quizzes/tests: | 30% |
| Holistic assessment: | 10% |           | %   |                | %   |

**Details:** Holistic assessment takes place through in-class presentations.

**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. Textbook | Martin van Maarseveen, Javier Martinez, and Johannes Flacke | GIS in Sustainable Urban Planning and Management: A Global Perspective          | 2019 |
| 2. Textbook | Ed Ferrari, Alasdair Rae                                    | GIS for Planning and the Built Environment: An Introduction to Spatial Analysis | 2019 |
| 3. Textbook | Juliana Maantay and John Ziegler                            | GIS for the urban environment                                                   | 2006 |
| 4.          |                                                             |                                                                                 |      |

**Course Content and Topics**

Module 1: Introduction to GIS for the built environment

- GIS applications, what GIS is and why it is such a powerful tool to study
- Built environment, geovisualization, mapping principles, network analysis and decision making data in ArcGIS

Module 2: GIS for disaster management and hazard mitigation

- Emergency management and disaster response
- Volunteered Geographic Information (VGI) for the spatial planning of flood evacuation shelters
- Site analysis for land suitability for multiple land uses
- Graffiti and vandalism mapping in the community

Module 3: Modelling urban growth

- Mapping people with census data (Stats Canada)
- Sustainable growth through location intelligence - GIS applications in housing, downtowns, industrial, and Indigenous communities
- Archaeology and historic preservation with GIS

Module 4: Transportation planning

- Planning for Transit Oriented Development (TOD) using a TOD index
- Network analysis for a safe hub for equity, diversity, and inclusion

Module 5 Infrastructure mapping for planning and maintenance

- GIS mapping of a city sewer and storm drain system
- Geocoding for postal systems

Module 6: Stakeholder-based assessment: multiple criteria analysis

- Designing cycle routes for different target populations
- Landmark preservation
- GIS applications for advocacy planning and public information

Module 7: GIS project – living lab based on sustainable development goals

- Institutional issues proposing a GIS, initiating a project development cycle
- Develop a project flow chart using model builder



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                            |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Course Code and Number:</b> PLAN 355                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                     |                   |
| <b>Course Full Title:</b> GIS for Built Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                            |                   |
| <b>Course Short Title:</b> GIS for Built Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                            |                   |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                    |                   |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 355</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                            |                   |
| <b>Calendar Description:</b><br>This course aims to equip students with mapping the built environment by learning the skills to conduct site suitability analysis, transportation modeling, environmental impact assessment, land use planning, and demographic analysis, fostering a comprehensive understanding of sustainable land use change through modules on spatial data analysis and mapping.<br><br>Note: This course is offered as GEOG 355 and PLAN 355. Students may take only one of these for credit. |  |                                                                                                                                                                                                                                                            |                   |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | 45 university-level credits.                                                                                                                                                                                                                               |                   |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | None.                                                                                                                                                                                                                                                      |                   |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | None.                                                                                                                                                                                                                                                      |                   |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>GEOG 355</b><br>Equivalent course(s): <b>GEOG 355</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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                   |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <b>Date approved:</b>                                                                                                                                                                                                                                      | November 17, 2025 |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Date approved:</b>                                                                                                                                                                                                                                      | January 9, 2026   |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                    | March 27, 2026    |

**Memo for Course Changes**

To: FSCC

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

Date: 18 November 2025

**Subject: Proposal for revision of GEOG 364: Conversion to PLAN 364**

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

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

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

2. Rationale for change:

**Change to Geog 364/PLAN 364:** As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Planning) are being shifted to adopt the course codes of their primary area. Geog 364/PLAN 364 is an important course to meet a policy competency in the BRCP degree.

**Course Updates:**

- Minor revision to the calendar description
- Change in prerequisites to improve accessibility

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 changes to learning outcomes at this time.

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

The course is important in the proposed revisions to the BRCP and will remain important to other PGES courses as well as an option for Global Development Studies.

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

None outside of PGES and Global Development Studies, as these are the only two areas using these courses regularly.

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 \(UNDRIP\)](#).

PLAN364/464 includes specific attention to the colonial history and contexts in which planning challenges emerge. Students are also introduced to traditional knowledge related to climate policy and land use within indigenous communities, focusing on modern treaty nations in Canada. This course includes a module that considers local climate strategies, policy needs, cultures, and Indigenous rights in relationship to UNDRIP.

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

The inclusion and practises associated with JEDDI principles and design, and planning are explicitly identified as important to the course.

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

No additional considerations are adjusted at this time.

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

No additional costs unless a field trip is added and this would be noted in the timetable. As this is not a new course the PLAN Differential fees do not apply.



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2032  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|---------------------------|----|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GEOG 364                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> International Planning and Development: Adapting to Climate Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Planning & Dev: Climate Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department/School:</b> Planning, Geography, and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>International policies within the evolving political contexts that shape climate action at the local, national and global level. Focus on skills and strategies for engaging in advocacy, action, strategic planning, as well as impacts of climate policy on future generations, vulnerable and Indigenous communities.<br><br>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.<br>Note: This course is offered as GEOG 364 and PLAN 364. Students may take only one of these for credit.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>PLAN 364</b><br>Equivalent course(s): <b>PLAN 364</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> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">18</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Experiential (internship)</td> <td style="text-align: center;">20</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>60</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 18 | Tutorials/workshops | 18 | Experiential (field trip) | 4 | Experiential (internship) | 20 |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| Experiential (internship)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                               |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date of meeting:</b> November 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |                           |    |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> March 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 core geographic concepts to the study of planning and climate change in the global context.
2. Describe the development and evolution of a 'vulnerability science' as it relates to impact on human systems.
3. Assess theories and historical approaches to planning and development in varied cultural contexts.
4. Evaluate alternative planning and policy approaches to improve both processes and outcomes of communities.
5. Critique the economic, environmental, political, and cultural processes shaping and influencing sustainability of urban form in the non-western world as well as alignment with UNDRIP.
6. Critically appraise conceptual, empirical, and methodological approaches to vulnerability assessment and climate adaptation planning.
7. Evaluate local circumstances in transferring best practices across countries and cities.
8. Apply skills essential for 'climate-proofing' development and planning initiatives through field experiences to a local or international challenge.
9. Apply concepts and approaches to identify and characterize climate change vulnerability and explore development of adaptation interventions for different sectors.
10. Reflect critically upon one's learning from individual and group interactions, in-class discussions, oral presentations, field experiences and related research.
11. Demonstrate competency using written, spatial and oral arguments.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Field evaluation:    | 20% | Assignments: | 45% | Project: | 25% |
| Holistic assessment: | 10% |              | %   |          | %   |

**Details:** Assignments include an applied project with a city related to monitoring of SDGs, assessment and reflection of their project and learning in class and a evaluation of Canada's policy related to 2030 Sustainable Development Goal Agenda. Weekly assignments ladder, in terms of introduction tools for monitoring as well as developing a policy evaluation lens that reflects UNDRIP and Human Rights legislation.

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

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

The course format includes lectures, on-line discussions, seminars, guest speakers, fieldtrips, and climate change simulations. The course will be designed for an online or hybrid learning platform and will require mutual and collaborative learning including student led policy responses to a local or international development challenge.

**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             | Allam, Z. et.al.              | Resilient and Sustainable Cities                                                                              | 2022 |
| 2. Textbook             | Kim, H, et. Al.               | Smart Cities for Technological and Social Innovation<br><i>Case Studies, Current Trends, and Future Steps</i> | 2020 |
| 3. Online resource      | United Nations                | World Cities Report 2024: Cities and Climate Action                                                           | 2024 |
| 4. Indigenous knowledge | Indigenous Climate Hub        | <a href="https://indigenousclimatehub.ca/">https://indigenousclimatehub.ca/</a>                               | 2025 |
| 5. Online resource      | Climate Action Research Group | <a href="https://climateactiontracker.org">https://climateactiontracker.org</a>                               | 2025 |

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

1. Introduction to climate policy and planning in a global context including UNDRIP and climate conventions
2. Administrative levels at which climate policy land use planning takes place
3. Planning and climate change: implications for culture, gender and marginalized populations
4. Climate change science: a primer introduction to vulnerability science
5. Understanding vulnerabilities to climate change: migration, refugees, and climate change refugees
6. Impacts on societal systems: focus on the consequences of climate change and related policies on equity of various systems
7. Climate change: mitigation and adaptation; tools and strategies for mitigation; resiliency planning
8. Climate change: mitigation and adaptation; nature-based solutions, city policies, and planning tools
9. Indigenous perspectives: integration of Indigenous knowledge and perspectives on climate adaptation
10. Ethic of climate change considering critical themes of gender, culture, environmental justice and participatory practices
11. Climate change global inequities and policy response challenges, varying cultural contexts
12. Climate change policy: communication and advocacy
13. Group presentations on applied planning and climate change and development policy



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

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> PLAN 364                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                             |
| <b>Course Full Title:</b> International Planning and Development: Adapting to Climate Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
| <b>Course Short Title:</b> Planning & Dev: Climate Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Department/School:</b> Planning, Geography and Environmental Studies                                                                                                                                                            |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 364</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                    |
| <b>Calendar Description:</b><br>International policies within the evolving political contexts that shape climate action at the local, national and global level. Focus on skills and strategies for engaging in advocacy, action, strategic planning, as well as impacts of climate policy on future generations, vulnerable and Indigenous communities.<br><br>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.<br>Note: This course is offered as GEOG 364 and PLAN 364. Students may take only one of these for credit. |                                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 university-level credits.                                                                                                                                                                                                       |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | None.                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | None.                                                                                                                                                                                                                              |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>GEOG 364</b><br>Equivalent course(s): <b>GEOG 364</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>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> November 17, 2025                                                                                                                                                                                          |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                            |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                             |

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

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

**Date:** December 17, 2025

**Subject:** Proposal for revision of *SOWK 110 Introduction to Social Work and Social Services*

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

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

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

**2. Rationale for change:***a) Prerequisite Change*

A review of all HSER Official Course Outlines (OCOs) is being conducted within SWHS due to the approval for, and anticipated implementation of, a Social Service Worker certificate program in the fall of 2026. As such, some OCOs—including SOWK 110—are being revised ahead of schedule. Per this review, the prerequisite for SOWK 110 has been changed from “None” to “Meet the prerequisite for CMNS 125 or ENGL 105” to ensure that students have adequate English proficiency for this 100-level course.

*b) Calendar Description Change*

Minor revisions were made to the calendar description to improve succinctness and reflect the current content (i.e., reflecting on personal values and positionality).

*c) Learning Outcomes Change*

The learning outcomes were revised to reduce the overall number (from 10 to 7), reduce redundancy, improve succinctness, and more accurately reflect the course content.

*d) Delivery Methods and Text Change*

- i. The new OCO form allows a selection regarding “Delivery Mode”. We selected “May be offered in multiple delivery modes”, as this course may be offered in-person or online.

- ii. Also, we revised the Text from Hick and Stokes (2016) to Ives et al., (2020), as the former is outdated and no new edition is forthcoming. Also, the Ives et al. (2020) was trialed during the 2024-25 school year by an LTA faculty instructor who found the text worked well for the course.

*e) Course Content and Topics*

The course content and topics section of the OCO was revised to reflect the chapters in the new text (Ives et al., 2020).

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

There are no substantial changes to the learning outcomes.

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

No.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding the changes.

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

The course includes content related to Indigenous peoples in Canada, including a text chapter entitled *Indigenous Peoples and Social Work*, which provides introductory information about Indigenous Peoples in Canada, Indigenous ways of helping, the impact of colonization on Indigenous people (e.g., the Indian Act, the Sixties Scoop, and MMIWG), contemporary challenges in Indigenous communities and urban settings, steps towards healing (e.g., the medicine wheel), Indigenous worldviews in social work, the TRC and Calls to Action, and how practitioners can be an ally to Indigenous people. Per learning outcome #6, upon successful completion of the course, students will be able to "explore the decolonization and Indigenization of social work and social services".

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

Discussions related to equity, diversity, inclusion, social justice, power, privilege, and oppression are woven throughout the course content as most weeks in the course focus on a particular client population that is vulnerable or marginalized (e.g., children and youth, Indigenous Peoples, immigrants and refugees, older adults, sexual and gender minorities, and people with diverse abilities). Consequently, per learning outcome #3, upon successful completion of the course, students will be able to "explain the relationships between social justice, power, and social issues".

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:**

Textbook: \$139.99 (print) or \$50.99 (electronic, 180-day license)

<https://www.oupcanada.com/catalog/9780199028818.html>

<https://www.vitalsource.com/en-ca/products/introduction-to-social-work-in-canada-nicole-ives-myriam-denov-v9780199028870>



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Social Work and Social Services                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro Soc Work & Soc Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces social work and social services in Canada. Students will learn the history, values, theoretical perspectives, and ethical principles that inform the profession of social work. Students will reflect on their personal values and positionality as they explore social justice approaches to social issues.                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None. Note: As of January 2027, prerequisites will change to the prerequisites for CMNS 125 or ENGL 105.                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<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>[click to select]</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" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOWK 110**

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

**Page 2 of 2**

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

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

1. Describe the historical development of social work and social welfare in Canada.
2. Identify the ethical principles, values, and theoretical perspectives that guide social work and social services in Canada.
3. Explain the relationships between social justice, power, and social issues.
4. Examine the role of political ideology in the construction of social issues.
5. Identify current issues and challenges in social work and social services.
6. Explore the decolonization and Indigenization of social work and social services.
7. Critically reflect on personal values and positionality in relation to social work and social services.

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

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

**Details:**

Assignments: introductory assignment (10%), final paper (30%)

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

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

Lectures, seminars

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

| Type        | Author or description  | Title and publication/access details  | Year    |
|-------------|------------------------|---------------------------------------|---------|
| 1. Textbook | Ives, Denov, & Sussman | Introduction to social work in Canada | Current |
| 2.          |                        |                                       |         |
| 3.          |                        |                                       |         |
| 4.          |                        |                                       |         |
| 5.          |                        |                                       |         |

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

**Course Content and Topics**

1. Introduction to social work and social welfare in Canada
2. History of social work in Canada
3. Social work theories
4. Ethics in social work
5. Social work with individuals and families
6. Social work practice with children and youth
7. Social work and health
8. Indigenous Peoples and social work
9. Social work with immigrants and refugees
10. Social work with aging populations
11. Social work and sexual and gender diversity
12. Disability and social work practice

**Memo for Course Changes****To:** Chair, Undergraduate Education Committee**From:** Dr. Beth Watters, HSER Program Chair, School of Social Work and Human Services**Date:** December 17, 2025**Subject:** Proposal for revision of *SOWK 210 Introduction to Social Welfare**Note that even minor changes may result in comments from committees on all aspects of the course.***1. Summary of changes (select all that apply):**

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

**2. Rationale for change:***a) Prerequisite Change*

A review of all HSER Official Course Outlines (OCOs) is being conducted within SWHS due to the approval for, and anticipated implementation of, a Social Service Worker Certificate program in the fall of 2026. As such, some OCOs—including SOWK 210—are being revised ahead of schedule.

Per this review, the prerequisite for SOWK 210 has been changed from “SOWK 110” to “SOWK 110 with a grade of C or better”, because all HSER and SOWK required courses must be completed with a grade of C (2.00) per the Academic Calendar. At present, the university’s registration system does not capture this requirement and as such, students who obtain a grade less than C are often not identified until the practicum planning stage, which can delay program completion. As such, this revision will allow for earlier identification by the student, SWHS, and/or an academic advisor of this missing requirement, which will facilitate more timely remediation (i.e., by re-taking the course) and reduce the risk of delaying program completion.

*b) Calendar Description Change*

Minor revisions were made to the calendar description to reflect the current course content.

*c) Learning Outcomes Change*

Minor revisions were made to the learning outcomes to improve succinctness and more accurately reflect the course content.

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

There are no substantial changes to the learning outcomes.

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

No.

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

The Bachelor of Social Work committee within the SWHS was consulted regarding the changes.

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

This course includes content related to Indigenous peoples in Canada, including a text chapter entitled *The Welfare and Well-Being of Indigenous Peoples*, which provides information related to Indigenous people and the Canadian welfare system. This includes the impact of colonization on Indigenous people (e.g., Indian Act, reserve system, residential schools, MMIWG, treaty and land rights, overincarceration, etc.), the overrepresentation of Indigenous children and youth in care, and legislation and resistance efforts (e.g., Jordan's Principle, Idle No More, legal settlements, TRC). Per learning outcome #6, upon successful completion of this course students will be able to "explain how colonization has shaped the social welfare system and impacted Indigenous peoples".

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

Discussions related to equity, diversity, inclusion, social justice, power, privilege, and oppression are woven throughout the course content as most weeks in the course focus on a particular client population that is vulnerable or marginalized (e.g., women and children, people who experience homelessness, people with mental health concerns, Indigenous peoples, immigrants and temporary residents, older adults, and people with diverse abilities).

In addition, one of the assignments in this course is typically a paper that requires students to critique a social welfare, or community-based, program with an equity, diversity, inclusion, and social justice lens.

Consequently, per learning outcomes #7 and #8, upon successful completion of the course, students will be able to "examine barriers experienced by service users when accessing social welfare programs" and "describe the role of social work and social services in promoting progressive social change", respectively.

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: \$124.95 (print) or \$74.95 (electronic, 10-month license)

<https://learn.thompsonbooks.com/store/38>



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 210                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Social Welfare<br><b>Course Short Title:</b> Intro to Social Welfare                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides an overview of the Canadian social welfare system. Explores the socio-economic, political, and cultural contexts in which Canada's welfare system has developed. The role of social work is examined in the context of the social welfare system's impact on individuals, groups, communities, organizations, and society.                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | SOWK 110. Note: As of January 2027, prerequisites will change to SOWK 110 with a C or better.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>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></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 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 key concepts related to social welfare in Canada.
2. Describe historical influences on the contemporary welfare system.
3. Explain how globalization and political ideology affect the Canadian social welfare system.
4. Discuss the impact of the labour market policies and programs on Canada's diverse populations.
5. Compare social welfare and income security programs in Canada.
6. Explain how colonization has shaped the social welfare system and impacted Indigenous peoples.
7. Examine barriers experienced by service users when accessing social welfare programs.
8. Describe the role of social work and social services in promoting progressive social change.

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

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

**Details:**

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

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

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

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

| Type        | Author or description  | Title and publication/access details                            | Year    |
|-------------|------------------------|-----------------------------------------------------------------|---------|
| 1. Textbook | Hick, S., & Stokes, J. | Social welfare in Canada: Inclusion, equity, and social justice | Current |
| 2.          |                        |                                                                 |         |
| 3.          |                        |                                                                 |         |
| 4.          |                        |                                                                 |         |
| 5.          |                        |                                                                 |         |

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

**Course Content and Topics**

1. Course syllabus and introductions – why study social welfare?
2. Social welfare and social well-being in Canada
3. A history of social welfare in Canada
4. Canadian labour market policies and programs
5. The welfare and well-being of people in poverty
6. The welfare and well-being of women and families
7. The welfare and well-being of sexual and gender diverse peoples
8. The welfare and well-being of Canadian children
9. Social welfare and mental well-being in Canada
10. The welfare and well-being of Indigenous peoples
11. The welfare and well-being of immigrants and temporary residents
12. The welfare and well-being of older people
13. The welfare and well-being of persons with disabilities

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Brianna Strumm, Chair BSW Program Committee, SWHS

Date: January 9, 2026

**Subject: SOWK 394 (Social Work and Substance Use) Official Course Outline**

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

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

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

2. Rationale for change:

The course outline was revised to address significant gaps in relevance and accuracy created by outdated terminology, concepts, and practice frameworks. Advances in addiction theory, shifts toward person-first and non-stigmatizing language, and the growing emphasis on harm reduction, trauma-informed practice, and equity-oriented care required updates to ensure alignment with current professional standards and ethical social work practice. Revising the outline supports student learning by reflecting contemporary evidence, policy contexts, and practice approaches, while ensuring the course remains responsive to evolving social, cultural, and community needs.

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 \(ILOs\)](#):

These program-level learning outcomes align closely with the institutional learning goals by integrating applied knowledge, critical inquiry, and reflective practice within an addictions-focused social work framework. The outcomes emphasize proficient application of interdisciplinary knowledge and evidence-informed tools to assess substance-related concerns, reflecting strong information literacy, ethical use of data, and technical competence in practice settings. Critical and holistic examination is embedded through analysis of addiction models, the continuum of substance use disorder, and the ethical, historical, and structural factors, including colonialism and social

inequities, that shape substance use and care systems in Canada. Engagement with Indigenous knowledge systems and diverse lived experiences underscores a commitment to equity, contextual understanding, and reconciliation-informed practice. Finally, interpreting substance use patterns and policy responses situates learning within local and global contexts, while reflective integration of theory, skills, and values supports ongoing professional growth, advocacy, and responsible practice in the continuum of care.

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 \(UNDRIP\)](#).

This course contributes to Indigenizing Our Academy by embedding Indigenous perspectives and decolonial analysis throughout its content, rather than treating them as add-on topics. Historical perspectives, trauma-informed and decolonial practice, and examination of social determinants of health explicitly address the impacts of colonization and intergenerational trauma, aligning with the TRC Calls to Action and UNDRIP principles related to culturally appropriate health services and 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 reflects principles of equity, diversity, and inclusion through a topic sequence that situates substance use within social, historical, cultural, and structural contexts rather than viewing it solely as an individual pathology. Topics such as historical perspectives, decolonial and trauma-informed practice, ethnicity and socioeconomic determinants, and gender and sexual diversity explicitly address how power, oppression, and inequity shape experiences of addiction and access to care. Attention to substance use across the lifespan, within families, and at the community level highlights diverse lived realities and relational contexts. Inclusion of co-occurring mental health concerns, behavioral addictions, and mutual aid groups broadens understanding beyond narrow clinical models, while strengths- and evidence-based approaches promote dignity, cultural responsiveness, and equitable intervention across populations.

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:

\$125 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: January 1998  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 394                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Work and Substance Use<br><b>Course Short Title:</b> Social Work & Substance Use                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides students with foundational social work knowledge and practice skills for working with individuals experiencing substance use and other addictive behaviours. Using trauma-informed, evidence-based, strength-based, and decolonial approaches, students will explore ethics, treatment, modalities, prevention, cooccurring disorders, and social policy. Emphasis is placed on understanding issues related to gender, diversity, culture, age, and disability. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | 45 university-level credits including PSYC 101 or PSYC 102.<br>Note: Students without the prerequisites who have been admitted to the Bachelor of Social Work or Master of Social Work can contact the School of Social Work and Human Services for permission to register.                                                                                                                                                                                                               |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><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> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b>                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval,</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> January 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 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 current models and theories of addiction and their implications for treatment planning
2. Describe the continuum of substance use disorder and the characteristics and effects of major classes of drugs.
3. Analyze the ethical, historical, and contextual factors that shape substance use, social work practice, and the continuum of care.
4. Assess substance-related concerns using standardized criteria and evidence-informed social work assessment tools.
5. Demonstrate foundational interviewing skills and stages of change to engage with individuals, families, and communities with substance-related concerns.
6. Evaluate diverse experiences of addiction across populations to inform responsive, trauma-informed, sensitive, and equitable social work intervention.
7. Interpret the nature and extent of substance use in Canada to understand social policy responses and their implications for social work practice.
8. Reflect on the impacts of colonization, intergenerational trauma, and culturally appropriate health services related to substance use.

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

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

**Details:**

Papers (2): 50%

Discussions and engagement with materials: 20%

Case study: 30%

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

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

This course will be taught using a combination of lectures, class discussions, problem-based learning activities, videos, small group 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. Textbook | van Wormer, K., & Davis, D. R. | Addiction treatment: A strengths perspective | Current |
| 2.          |                                |                                              |         |
| 3.          |                                |                                              |         |
| 4.          |                                |                                              |         |
| 5.          |                                |                                              |         |

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

**Course Content and Topics**

1. Introduction and frameworks for understanding substance use from a social work perspective
2. The nature of the substance use continuum
3. Historical perspectives
4. Substance use and individuals/families
5. Substance use and communities
6. Substance use treatment with co-occurring mental health concerns
7. Addiction across the lifespan
8. Screening and assessment
9. Gambling, eating disorders, spending, and other behavioural addictions
10. Family risks and resiliencies; gender and sexual diversity considerations
11. Trauma-informed, decolonial, strengths- and evidence-based helping strategies
12. Mutual aid groups
13. Ethnicity, culture, and the socioeconomic determinants of addiction

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Hannah Sanvido, MA, Assistant Professor, TASK Program

Date: December 4, 2025

**Subject: Proposal for revision of TASK 051 Personal and Workplace Essentials**

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

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

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

2. Rationale for change:

- a. The six-year course outline review is past due.
- b. The learning outcomes revisions are to bring the course into alignment with the UFV standards of learning outcomes. <https://www.ufv.ca/media/assets/teaching--learning-centre/forms/A-Guide-for-Learning-at-UFV-Part-A---Developing-Learning-Outcomes-Sept-18-2024.pdf> It was identified that there were 31 learning outcomes in the previous version of TASK 051 and each course should have between 5 and 8 learning outcomes. The course is now streamlined and realigned to better reflect the actual course delivery and to ensure the objectives are realistic and teachable.
- c. Using the Accessible Education and Training (AET) Articulation Program Specific Guide <G:\COURSE MATERIALS AND DOCUMENTS\Subject Areas\TASK\Course Outlines TASK> to ensure we are compliant with the guidelines set out by the AET Articulation committee.
- d. The calendar description was revised to reflect the updated learning outcomes.
- e. We removed any required textbooks to be a part of the Zero Textbook Cost Initiative. Materials in this field are always changing and we want to ensure students have up to

date resources. Daily, we use various links and videos but nothing that we consistently use throughout the semester. A high percentage of our students are funded through the Adult Upgrading Grant, may have limited income and this helps lower their educational costs.

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 \(ILOs\)](#):
  - a. There is no significant change to the content however the updated learning outcomes have been merged to better streamline the program which creates a more accessible and clear outline for the students. Therefore, the learning outcomes continue to be consistent with the program outcomes and align with the UFV Institutional Learning Outcomes.
  - b. Behaviour is of focus in this course as it centers on soft skills and our program prepares students to enter professional workspaces.
  - c. The changes we made moved away from course content and towards learning objectives.
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)?
  - a. The TASK instructor has been in consultation with similar programs at other post secondary institutions. They have also consulted with and received feedback from the UUP Department Head, cross departmental faculty, FECHD Dean's office, and Teaching and Learning regarding these updates.
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 \(UNDRIP\)](#).
  - a. Many assignments can be submitted in a variety of ways including orally through story or poetry, in line with Indigenous Ways of Knowing.
  - b. During the first week of classes, students gathered at the Chilliwack Vedder River to do a territory acknowledgement and explore their connection to the land.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- a. Many assignments can be submitted in a variety of ways in line with Universal Design Principles of Learning.
  - b. Since we broadened the course objectives there is more room to incorporate lessons with materials from a diverse set of people.
  - c. Curriculum delivery includes; videos, guest speakers, group work (small, large), independent work, role playing, personal reflections, worksheets and presentations to represent Universal Design.
  - d. Student Centred learning is reflected in the Brain Break assignment that allows students for 5 minutes to share their passion with the class.
- 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.)
  - a. In the future we will revisit the class size limit to align with other AET institutions that have an average of 12-13 students to accommodate diverse learners.
  - b. We collaborate with multiple internal partners to build a stronger community and share UFV resources.
  - c. The mural walk allows students to view, interpret and reflect on local artwork.
- 9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Tuition:
  - b. Textbooks: n/a
  - c. Other materials \$35



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------------------------------------|----|--------------------------------------------|---|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> TASK 051                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Course Full Title:</b> Personal and Workplace Essentials<br><b>Course Short Title:</b> Personal & Work Essentials                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department/School:</b> Upgrading and University Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Developed for students with diagnosed and undiagnosed disabilities, this course covers personal awareness, effective communication, assertiveness, and workplace goal setting.                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | Admission to the Training in Attitude, Skills, and Knowledge for the Workplace (TASK) program.                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                              |           | TASK 052 and TASK 053                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <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>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>16</b> |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 35 | Tutorials/workshops | 40 | Experiential (cultural/elder learning or participation) | 10 | Supervised laboratory hours (computer lab) | 5 |  |  | <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 cohort program |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                            | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                        | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <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> December 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                                         |    |                                            |   |  |  |                    |           |                                                                                                                                        |  |

**TASK 051**
**University of the Fraser Valley Official Undergraduate Course Outline**

Page 2 of 2

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

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

1. Describe personal attributes, strengths, challenges and learning strategies to workplace settings.
2. Identify strategies for learning goal progress.
3. Describe personal strategies for mental wellness.
4. Exhibit appropriate workplace behaviour (e.g., punctuality, attendance, participation, time management, positive attitude, preparation, task completion, focus and appropriate language).
5. Develop personal strategies for communication barriers.
6. Communicate effectively by seeking clarification when required with active listening strategies.
7. Take ownership over employment or workplace situations.
8. Use respectful interactions in a diverse multi-cultural learning/work environment with co-workers, supervisors, customers, and other stakeholders.
9. Solve problems in an ethical manner using conflict resolution strategies.

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

|                      |     |              |     |   |
|----------------------|-----|--------------|-----|---|
| Holistic assessment: | 50% | Assignments: | 50% |   |
|                      | %   |              | %   | % |

**Details:**

Holistic assessment may include professionalism, classroom contribution and weekly reflections.

Assignments may include creating networks, goal setting, personal strengths and challenges.

**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.)*

Cooperative learning activities, lecture, guest lecturers, large and small group discussion, presentations, video, and online instruction.

**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 | Online Resources will be determined by instructor. |                                      |      |
| 2.                 |                                                    |                                      |      |
| 3.                 |                                                    |                                      |      |
| 4.                 |                                                    |                                      |      |
| 5.                 |                                                    |                                      |      |

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

Writing materials or laptop.

**Course Content and Topics**

- Personal awareness
- Goal setting
- Communication
- Interpersonal skills

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Hannah Sanvido, MA, Assistant Professor, TASK Program

Date: December 4, 2025

**Subject: Proposal for revision of TASK 052 Education and Employment Exploration**

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

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

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

2. Rationale for change:

- a. The six-year course outline review is past due.
- b. The learning outcomes revisions are to bring the course into alignment with the UFV standards of learning outcomes. <https://www.ufv.ca/media/assets/teaching--learning-centre/forms/A-Guide-for-Learning-at-UFV-Part-A---Developing-Learning-Outcomes-Sept-18-2024.pdf> It was identified that there were 27 learning outcomes in the previous version of TASK 052 and each course should have between 5 and 8 learning outcomes. The course is now streamlined and realigned to better reflect the actual course delivery and to ensure the objectives are realistic and teachable.
- c. Using the Accessible Education and Training (AET) Articulation Program Specific Guide <G:\COURSE MATERIALS AND DOCUMENTS\Subject Areas\TASK\Course Outlines TASK> to ensure we are compliant with the guidelines set out by the AET Articulation committee.
- d. The calendar description was revised to reflect the updated learning outcomes.

- e. We removed any required textbooks to be a part of the Zero Textbook Cost Initiative. Materials in this field are always changing and we want to ensure students have up to date resources. Daily, we use various links and videos but nothing that we consistently use throughout the semester. A high percentage of our students are funded through the Adult Upgrading Grant, may have limited income and this helps lower their educational costs.
- 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 \(ILOs\)](#):
  - a. There is no significant change to the content however the updated learning outcomes have been merged to better streamline the program which creates a more accessible and clear outline for the students. Therefore, the learning outcomes continue to be consistent with the program outcomes and align with the UFV Institutional Learning Outcomes.
  - b. This course is focused on employment exploration. A learning outcome was added regarding professional expectations to introduce these to the students and have them demonstrate these skills.
  - c. The changes we made moved away from course content and towards learning objectives.
- 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)?
  - a. The TASK instructor has been in consultation with similar programs at other post secondary institutions. They have also consulted with and received feedback from the UUP Department Head, cross departmental faculty, FECHD Dean's office, and Teaching and Learning regarding these updates.
- 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 \(UNDRIP\)](#).
  - a. Many assignments can be submitted in a variety of ways including orally through story or poetry, in line with Indigenous Ways of Knowing.

- b. First People's Principles of Learning are incorporated into student weekly reflections. First the principle is outlined and then students are asked to relate it to their experience.
- 7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Many assignments can be submitted in a variety of ways inline with Universal Design Principles of Learning.
  - b. Since we broadened the course objectives there is more room to incorporate lessons with materials from a diverse set of people.
  - c. Curriculum delivery includes; videos, guest speakers, group work (small, large), independent work, role playing, personal reflections, worksheets and presentations to represent Universal Design.
  - d. Career talks, where we bring in experts in their field to share about their career journey, focus on people with diverse backgrounds.
- 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.)
  - a. In the future we will revisit the class size limit to align with other AET institutions that have an average of 12-13 students to accommodate diverse learners.
  - b. We collaborate with multiple internal and external partners to build a stronger community and share resources.
  - c. Vocational tours within and outside of UFV occur to bring awareness to future opportunities.
  - d. Other field trips, centered on education and employment exploration include visiting the UFV Abbotsford campus where we explored available student services and a day in the community where students approach business and implement their professional learning to hand out their resume.
- 9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Tuition:
  - b. Textbooks: n/a
  - c. Other materials \$35



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|---------------------------|----|---------------------------------------------------------|---|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> TASK 052                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Course Full Title:</b> Education and Employment Exploration<br><b>Course Short Title:</b> Educ & Employment Exploration                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Upgrading and University Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Developed for students with diagnosed and undiagnosed disabilities, this course covers introductory computer skills, cover letter and resume writing, interview skills, and education and career planning.                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Admission to the Training in Attitude, Skills, and Knowledge for the Workplace (TASK) program.                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | TASK 051 and TASK 053.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <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>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>16</b> |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>5</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25 | Tutorials/workshops | 30 | Supervised laboratory hours (computer lab) | 20 | Experiential (field trip) | 10 | Experiential (cultural/elder learning or participation) | 5 | <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 cohort program |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                               | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <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> December 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                           |    |                                                         |   |                    |           |                                                                                                                                        |  |

**TASK 052**
**University of the Fraser Valley Official Undergraduate Course Outline**

Page 2 of 2

**Learning Outcomes:**

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

1. Assess personal skills, and interests in relation to career compatibility.
2. Prepare a resume, references and cover letter.
3. Participate in appropriate interview process.
4. Engage in an effective job search.
5. Use appropriate digital technologies for job searches and safe workplace tasks.
6. Articulate knowledge of wages and budgeting.
7. Prepare a personal budget.
8. Identify personal job search network.
9. Demonstrate professionalism in the classroom.

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

|                      |     |              |     |  |     |
|----------------------|-----|--------------|-----|--|-----|
| Holistic assessment: | 50% | Assignments: | 50% |  | 30% |
|                      | %   |              | %   |  | %   |

**Details:**

Holistic assessment may include professionalism, classroom contribution, and weekly reflections.

Assignments may include resumes, cover letters, interviews and personal budgets.

**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.)*

Cooperative learning activities including discussions, assignments, presentations, instruction, guest presentations, interviews and vocational tours.

**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 | Online resources will be determined by instructor. |                                      |      |
| 2.                 |                                                    |                                      |      |
| 3.                 |                                                    |                                      |      |
| 4.                 |                                                    |                                      |      |
| 5.                 |                                                    |                                      |      |

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

Writing materials or laptop and UFV campus card with credit for printing.

**Course Content and Topics**

- Computer basics
- Exploring a variety of careers and educational options
- Interview skills, cover letters, and resume writing
- Developing an education and career plan
- Job search skills

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Hannah Sanvido, MA, Assistant Professor, TASK Program

Date: December 4, 2025

**Subject: Proposal for revision of TASK 053 Workplace Essentials: Industry Certificates, Health, Wellness, and Advocacy**

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

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

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

2. Rationale for change:

- a. The six-year course outline review is past due.
- b. The learning outcomes revisions are to bring the course into alignment with the UFV standards of learning outcomes. <https://www.ufv.ca/media/assets/teaching--learning-centre/forms/A-Guide-for-Learning-at-UFV-Part-A---Developing-Learning-Outcomes-Sept-18-2024.pdf> It was identified that there were 23 learning outcomes in the previous version of TASK 053 and each course should have between 5 and 8 learning outcomes. The course is now streamlined and realigned to better reflect the actual course delivery and to ensure the objectives are realistic and teachable.
- c. Using the Accessible Education and Training (AET) Articulation Program Specific Guide <G:\COURSE MATERIALS AND DOCUMENTS\Subject Areas\TASK\Course Outlines TASK> to ensure we are compliant with the guidelines set out by the AET Articulation committee.
- d. The calendar description was revised to reflect the updated learning outcomes.

- e. We removed any required textbooks to be a part of the Zero Textbook Cost Initiative. Materials in this field are always changing and we want to ensure students have up to date resources. Daily, we use various links and videos but nothing that we consistently use throughout the semester. A high percentage of our students are funded through the Adult Upgrading Grant, may have limited income and this helps lower their educational costs.
- 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 \(ILOs\)](#):
  - a. There is no significant change to the content however the updated learning outcomes have been merged to better streamline the program which creates a more accessible and clear outline for the students. Therefore, the learning outcomes continue to be consistent with the program outcomes and align with the UFV Institutional Learning Outcomes.
  - b. The changes we made moved away from course content and towards learning objectives.
- 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)?
  - a. The TASK instructor has been in consultation with similar programs at other post secondary institutions. They have also consulted with and received feedback from the UUP Department Head, cross departmental faculty, FECHD Dean's office, and Teaching and Learning regarding these updates.
- 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 \(UNDRIP\)](#).
  - a. Many assignments can be submitted in a variety of ways including orally through story or poetry, in line with Indigenous Ways of Knowing.
  - b. We have added the learning outcome "articulate and understanding of diverse Indigenous worldviews including misrepresented and colonial information."
  - c. Our Indigenous Celebration assignment asks students to research and present on a part of Indigenous Culture or ways of knowing to the class in any way they would like to share.

- d. We invited a UFV Indigenous Elder to share their knowledge with our class through storytelling.
  - e. As part of our Abbotsford visit, we connected with the Indigenous Curriculum Developer who shared their knowledge about the Indigenous Teaching Garden and the land that UFV is located on.
  - f. Potential topics include talking about Indigenous Peoples career paths or how colonization has affected the workplace.
- 7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Many assignments can be submitted in a variety of ways inline with Universal Design Principles of Learning.
  - b. Since we broadened the course objectives there is more room to incorporate lessons with materials from a diverse set of people.
  - c. Curriculum delivery includes; videos, guest speakers, group work (small, large), independent work, role playing, personal reflections, worksheets and presentations to represent Universal Design.
  - d. The changemakers assignment asks students to research and present on an individual who contributed greatly to social justice and created positive change.
  - e. We have added the learning outcome “Interpret what equity, diversity and inclusion means in personal and workplace settings”.
  - f. Curriculum focusses on disability rights and an awareness of how one might be employed with a disability.
- 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.)
  - a. In the future we will revisit the class size limit to align with other AET institutions that have an average of 12-13 students to accommodate diverse learners.
  - b. We collaborate with multiple internal and external partners to build a stronger community and share resources.
  - c. Students receive First Aid, Foodsafe, Alive After 5 and WHMIS training as part of the course.
- 9. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Tuition:
  - b. Textbooks: n/a
  - c. Other materials \$35



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|---------------------------------------------------------|----|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> TASK 053                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Course Full Title:</b> Workplace Essentials: Industry Certificates, Health, Wellness, and Advocacy                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Course Short Title:</b> Workplace Essentials                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> Upgrading and University Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Calendar Description:</b><br>Developed for students with diagnosed and undiagnosed disabilities, this course covers safe work principles, health and wellness, and advocacy. Students will earn industry certifications.                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | Admission to the Training in Attitude, Skills, and Knowledge for the Workplace (TASK) program.                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | TASK 051 and TASK 052.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <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>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>16</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>25</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 | Tutorials/workshops | 25 | Supervised laboratory hours (computer lab) | 10 | Experiential (cultural/elder learning or participation) | 10 |  |  | <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 cohort program |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                  | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <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> December 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                                                         |    |  |  |                    |           |                                                                                                                                        |  |

**TASK 053**
**University of the Fraser Valley Official Undergraduate Course Outline**

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**Learning Outcomes:**

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

1. Apply safe practices at home and in the workplace, including proper lifting, ergonomics, and use of personal protective equipment (PPE).
2. Complete industry certificates including First Aid, Food Safe, Workplace Hazardous Materials Information System (WHMIS).
3. Recognize the inter-relationship of mental, emotional, physical, and spiritual health.
4. Describe ways to reduce risks related to unhealthy behaviours and attitudes affecting physical health.
5. Identify community resources and a personal network for health and wellness.
6. Summarize the history and rights of people with disabilities in the workplace including the BC Human Rights Code, BC Employment Standards Act, and Federal Employment Equity Act.
7. Describe appropriate workplace accommodations (written instructions, scaffolding, fading supports).
8. Explain the benefits and considerations of disclosing a personal disability.
9. Interpret what equity, diversity and inclusion means in personal and workplace settings.
10. Articulate an understanding of diverse Indigenous Worldviews including misrepresented and colonial information.
11. Demonstrate professionalism in the classroom.

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

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

**Details:**

Holistic assessment may include professionalism, classroom contribution and weekly reflections.

Assignments may include health and wellness reflection, Indigenous celebration planning and presentations, social justice changemaking and a guest speaker summary.

Tests include standardized industry certifications.

**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.)*

Cooperative learning activities, guest speakers, research, discussions, group exercises, games, videos, role play scenarios.

**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 | Online resources will be determined by instructor. |                                      |      |
| 2.                 |                                                    |                                      |      |
| 3.                 |                                                    |                                      |      |
| 4.                 |                                                    |                                      |      |
| 5.                 |                                                    |                                      |      |

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

Writing materials or laptop and certification manuals.

**Course Content and Topics**

- Industry certificates
- Health and wellness
- Work safe practices
- Advocacy
- Indigenization
- Equity, Diversity, and Inclusion