



## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

January 30, 2026 - 10:00 AM  
A225

### AGENDA

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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

6 - 10      2.1. UEC draft minutes: December 19, 2025

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

3.1 English Language Studies

11 -  
53      3.1.1. **EAP 054:** Review with changes including title and prerequisites  
**EAP 056:** Review with changes including title and prerequisites  
**EAP 064:** Review with changes including title and prerequisites  
**EAP 065:** New course, *English Pronunciation*  
**EAP 066:** Review with changes including title and prerequisites  
**EAP 074:** Review with changes including title and prerequisites  
**EAP 075:** Review with changes including title and prerequisites  
**EAP 076:** Review with changes including title and prerequisites  
**EAP 084:** Review with changes including title and prerequisites  
**EAP 086:** Review with changes including title and prerequisites

MOTION: To approve the EAP course outlines as presented.

54 -  
55      3.1.2. **EAP 058:** Discontinuation, *Reading for Academic Success: High Intermediate Level*  
**EAP 068:** Discontinuation, *Reading for Academic Success: Advanced Level*  
**EAP 070:** Discontinuation, *Reading for Academic Success: University Foundation Level*  
**EAP 073:** Discontinuation, *Academic Vocabulary: University Foundation Level*  
**EAP 080:** Discontinuation, *Writing for Academic Success: University*

*Bridge Level*

**ESL CB50:** Discontinuation, *Basic Computer Concepts and Use*

**ESL CMS:** Discontinuation, *Computer-Mediated Multiskill Course*

**ESL IB29:** Discontinuation, *Intensive Beginner II*

**ESL L87:** Discontinuation, *ESL Listening Bridge*

**ESL P45:** Discontinuation, *ESL Pronunciation I*

**ESL P55:** Discontinuation, *ESL Phonics/Spelling*

**ESL P65:** Discontinuation, *ESL Pronunciation II*

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

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**3.1.3. English Language Studies programs:** Changes to entrance requirements, program requirements, and credential classification:

- ELS Intermediate certificate changed to English Language Studies Intermediate associate certificate
- ELS Advanced I certificate changed to English Language Studies High Intermediate associate certificate
- ELS Advanced II certificate changed to English Language Studies Advanced associate certificate
- ELS Academic certificate changed to English Language Studies University Bridge associate certificate

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

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

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

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

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

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	<b>3.2 Arts</b>
83 - 92	<b>3.2.1. Bachelor of Arts:</b> Changes to program requirements  MOTION: To approve the changes to the Bachelor of Arts as presented, effective September 2026.
	<b>3.3 Information Studies</b>
93 - 97	<b>3.3.1. Library and Information Technology diploma:</b> Changes to concentrations (streams)  MOTION: To recommend approval of the changes to the Library and Information Technology diploma as presented, effective September 2026.
	<b>3.4 Psychology</b>
98 - 100	<b>3.4.1. Psychology Honours:</b> Change to entrance requirements  MOTION: To recommend approval of the changes to the Psychology Honours entrance requirements as presented, effective September 2026.
	<b>3.5 Chemistry</b>
101 - 109	<b>3.5.1. CHEM 110:</b> Review with changes <b>CHEM 114:</b> Review with changes  MOTION: To approve the CHEM course outlines as presented.
	<b>3.6 Business</b>
110 - 119	<b>3.6.1. BUS 203:</b> Change to prerequisites <b>BUS 440:</b> Review with changes including title  MOTION: To approve the BUS course outlines as presented.
	<b>3.7 Communication</b>
120 - 123	<b>3.7.1. CMNS 381:</b> New course, <i>Advanced Intercultural Communication</i>  MOTION: To approve the CMNS 381 course outline as presented.
	<b>3.8 Criminology and Criminal Justice</b>
124 - 147	<b>3.8.1. CRIM 215:</b> Review with changes including prerequisites <b>CRIM 220:</b> Review with changes <b>CRIM 402:</b> Review with changes including prerequisites <b>CRIM 410:</b> Review with changes including title <b>CRIM 411:</b> Review with changes including prerequisites <b>CRIM 412:</b> Review with changes  MOTION: To approve the CRIM course outlines as presented.

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**3.9 Culture, Media, and Society**

148 - **3.9.1. MACS 235/JRNL 235:** Review with changes  
157 **MACS 369/JRNL 369:** Review with changes

MOTION: To approve the MACS/JRNL course outlines as presented.

**3.10 Economics**

158 - **3.10.1. ECON 100:** Review with changes  
256 **ECON 101:** Review with changes  
**ECON 199:** Review with changes  
**ECON 207:** Review with changes  
**ECON 285:** Review with changes  
**ECON 307:** Review with changes  
**ECON 341:** Review with changes  
**ECON 342:** Review with changes  
**ECON 352:** Review with changes including course title  
**ECON 360:** Review with changes  
**ECON 361:** Review with changes  
**ECON 375:** Review with changes  
**ECON 395:** Review with changes  
**ECON 398:** Review with changes  
**ECON 410:** Review with changes  
**ECON 490:** Review with changes

MOTION: To approve the ECON course outlines as presented.

**3.11 English**

257 - **3.11.1. ENGL 227:** Review with changes including prerequisites  
264 **ENGL 490:** Review with changes

MOTION: To approve the ENGL course outlines as presented.

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

265 - **3.12.1. GEOG 340:** Removal of cross-listing as GDS 340  
274 **GEOG 396:** Removal of cross-listing as GDS 310/SOC 396  
**GEOG 398:** Removal of cross-listing as GDS 311/SOC 398

MOTION: To approve the GEOG course outlines as presented.

**3.13 Political Science**

275 - **3.13.1. POSC 110:** Review with changes  
285 **POSC 301:** Review with changes including title

MOTION: To approve the POSC course outlines as presented.

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**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Liaison reports**

**4.2. Policy Subcommittee report**

**4.3. APPC report**

**4.4. Senate report**

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

**5. INFORMATION ITEMS**

**5.1. Upcoming UEC vacancies**

**5.2. Updated UEC membership**

**6. ADJOURNMENT**

**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

December 19, 2025  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Allyson Jule, Amanda McCormick, Bobby Jaswal, Chris Campbell, Cindy Schultz, Claire Hay, David Johnston, Desmond Devnich, Donna Alary, Donna Derksen, Holly Zonneveld, Renee Prasad, Samantha Hannah, Selena Karli, Susan Stoneson, Sylvie Murray, Thais Amorim, and Vlad Dvoracek

**ABSENT:** Amber Johnston, Carolyn McLaren, Dana Landry, David McGuire, Joy Enyinnaya, Lisa McMartin, and Shirley Hardman

**GUESTS:** Avril Alfred, Cherie Enns, Amber Gazso, Geetanjali Gill, Zina Lee, Maggie Meyers, Trevor Murray, Molleen Shilliday, Ben Vanderlei, Amea Wilbur, Tannaz Zargarian

**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA****2. APPROVAL OF UEC MINUTES****2.1. UEC draft minutes: November 21, 2025****MOTION:**

To approve the draft minutes as presented.  
CARRIED

**3. COURSES AND PROGRAMS****3.1. Business**

**3.1.1. BUS 325:** Review with changes  
**BUS 345:** Review with changes including prerequisites  
**BUS 385:** Review with changes

**MOTION:**

To approve the BUS course outlines as presented.  
CARRIED

**3.2. Chemistry**

**3.2.1. CHEM 110:** Review with changes  
**CHEM 114:** Review with changes

There was a question about the split between lecture and lab hours (50/50) compared to the evaluation (80/20) and whether students need to pass the lab portion in order to pass the course. As a Chemistry representative was not able to attend, these courses were postponed.

UEC Draft Minutes  
19 Dec 2025

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**MOTION:**

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

**3.3. Culture, Language, and Society****3.3.1. SOC 220:** Changes including title**MOTION:**

To approve the SOC 220 course outline as presented.  
CARRIED

**3.3.2. SOC 492/ANTH 492/MACS 492/LAS 492:** Discontinuation**MOTION:**

To discontinue SOC 492/ANTH 492/MACS 492/LAS 492.  
CARRIED

**3.4. Mathematics and Statistics****3.4.1. MATH 111:** Review with changes including prerequisites**MOTION:**

To approve the MATH 111 course outline as presented.  
CARRIED

**3.4.2. MATH 112:** Review with changes

**MATH 123:** Review with changes

**MATH 125:** Review with changes including prerequisites

**MATH 225:** Review with changes including prerequisites

**MATH 255/ENGR 255:** Review with changes including pre/corequisites and total hours

**MATH 415:** Review with changes including prerequisites and total hours

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

The change to the total hours for MATH 255/ENGR 255 was not noted on the agenda.

**MOTION:**

To approve the MATH course outlines as presented.  
CARRIED

**3.5. Planning, Geography, and the Environment****3.5.1. GEOG 160:** Cross-listing as PLAN 160

**GEOG 260:** Cross-listing as PLAN 260

**MOTION:**

To approve the cross-listing of GEOG 160 and GEOG 260 as PLAN.  
CARRIED

**3.6. Criminology and Criminal Justice**

**3.6.1. CRIM 217: New course, *Family Violence***

**MOTION:**

To approve the new CRIM 217 course outline as presented.  
CARRIED

**3.6.2. CRIM 210: Review with changes including title and prerequisites**

**CRIM 490:** Review with changes

**CRIM 491:** Review with changes

**MOTION:**

To approve the CRIM course outlines as presented.  
CARRIED

**3.6.3. Criminal Justice Honours: Change to entrance requirements**

**MOTION:**

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

**3.7. Modern Languages**

**3.7.1. FREN 260: New course, *Special Topics in French***

**FREN 316:** New course, *Introduction to Franco-Canadian and Quebecois Literature*

**FREN 360:** New course, *Special Topics in French*

It was noted that maximum enrolment is included on official course outlines for information only. This is determined as per the collective agreement, not approved by UEC.

**MOTION:**

To approve the new FREN course outlines as presented.  
CARRIED

**3.7.2. FREN 315: Changes including prerequisites**

**MOTION:**

To approve the FREN 315 course outline as presented.  
CARRIED

**3.7.3. French major: Changes to program requirements**

**French extended minor:** Changes to program requirements

**French minor:** Changes to program requirements

**MOTION:**

To approve the changes to the French major, extended minor, and minor as amended, effective September 2026:

- French major and extended minor: "12 credits from additional 200-level courses" corrected to "12 credits from additional 200-level FREN courses"
- French minor: "6 credits from additional 200-level courses" corrected to "6 credits from additional 200-level FREN courses"

CARRIED

### **3.8. Social Justice and Global Stewardship**

#### **3.8.1. SJGS 395: New course, *Participatory Methodologies for Social Justice***

**MOTION:**

To approve the new SJGS 395 course outline as amended:

- Learning outcome #6: "discuss" changed to "explain"

CARRIED

#### **3.8.2. GDS 400: Review with changes including title, credits, prerequisites, and total hours**

**GDS 483:** Review with changes including title, credits, prerequisites, and total hours

**MOTION:**

To approve the GDS course outlines as amended:

- GDS 400 calendar description changed to "In this capstone course, students explore and analyze their learnings and experiences during experiential learning courses, and critically reflect upon global development studies, practices, and professions."
- GDS 400 hours: "supervised directed learning" changed to "tutorials/workshops"

CARRIED

#### **3.8.3. Bachelor of Arts in Global Development Studies: Changes to program requirements and addition of Co-operative Education option**

**Global Development Studies minor:** Changes to program requirement

**MOTION:**

To recommend approval of the changes to the Bachelor of Arts in Global Development Studies and the Global Development Studies minor as presented, effective September 2026.

CARRIED

### **3.9. Adult Education**

#### **3.9.1. Adult Education for Equity, Workplace, and Community Transformation certificate: New program**

The School of Business has expressed reservations about use of "Workplace" in the program title, and would prefer more time to discuss its disciplinary framing. It was noted that this term is currently used in the Workplace Education associate certificate and the Workplace Training in Attitudes, Skills, & Knowledge (TASK) certificate.

**MOTION:**

To recommend approval of the new Adult Education for Equity, Workplace, and Community Transformation certificate as presented.  
CARRIED; 1 ABSTENTION

**4. OTHER BUSINESS/DISCUSSION ITEMS****4.1. UEC Liaison reports**

There were no reports.

**4.2. Policy Subcommittee report**

This subcommittee has not met recently. The Credentials policy (64) and Subsequent and Concurrent Bachelor Degree policy (98) will be prioritized at the next meeting.

**4.3. APPC report**

APPC did not meet in December.

**4.4. Senate report**

Senate did not meet in December.

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

A representative from STLC was not present to report.

**5. INFORMATION ITEMS****5.1. Program suspensions and discontinuations**

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

**6. ADJOURNMENT**

The meeting was adjourned at 11:44 am.

**Cover Memo: English Language Studies Program**

To: Chair, Undergraduate Education Committee  
From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group  
Date: October 9, 2025

**Subject: English Language Studies Program Change**

For nearly five decades, UFV has offered programming to support English language learners in the Fraser Valley and beyond. However, in 2023, the English Language Studies program was suspended for two years. Despite the ELS program suspension, requests for courses to support English language learners have continued. In addition, according to the University Act (2008), UFV's designation as a special purpose teaching university includes an English as a second language program. In response, we have consulted extensively within the university and beyond while revising the English Language Studies program to meet the needs of students, the university, and our community.

***Summary of proposed revised program***

The revisions more transparently connect to the Canadian Language Benchmarks (CLB), which is the national framework of reference for the development of adult learner-centred language learning programs, curricula, and materials in a Canadian context and the official Canadian standards "for describing, measuring, and recognizing the language proficiency of adult immigrants and prospective immigrants (CCLB, 2022)." The revisions ensure the ELS program uses the same language that is used across Canada to communicate proficiency levels.

The revisions also offer greater clarity on the knowledge developed across the ELS program. The CLB Common Theoretical Framework (2012; Bachman & Palmer, 1996) reflects a comprehensive view of language competence that recognizes language users need many types of knowledge (grammatical, textual, functional, sociolinguistic, and strategic competence) to be able to communicate effectively in spoken and written forms while interacting with others in various contexts and at professional and academic levels.

The four levels of associate certificates proposed are at Canadian Language Benchmarks (CLB) 5 to 8 proficiency levels. English for Academic Purposes (EAP) courses can be taken individually or towards one of the English Language Studies associate certificates. Each 9-credit associate certificate has been reduced to two courses of combined skills. These courses build on each other with interwoven themes and scaffolding of skills. Courses that only focus on one skill area, have not been offered in several years, and most electives will be discontinued. Two elective courses will remain for students interested in a special language focus.

ELS Associate Certificates		Courses
CLB Level	Certificate	Include...
5	English Language Studies Intermediate Associate Certificate	EAP 054 + EAP 056
6	English Language Studies High Intermediate Associate Certificate	EAP 064 + EAP 066
7	English Language Studies Advanced Associate Certificate	EAP 074 + EAP 076
8	English Language Studies University Bridge Associate Certificate	EAP 084 + EAP 086

References

Bachman, L.F. and Palmer, A.S.: 1996, *Language Testing in Practice*, Oxford University Press, Oxford.

Centre for Canadian Language Benchmarks. (2012). *CLB theoretical framework*. Immigration, Refugee, and Citizenship Canada.

Centre for Canadian Language Benchmarks. (2022). *What is CCLB?* Immigration, Refugee, and Citizenship Canada. <https://www.language.ca/about-us/what-is-cclb/>

Government of British Columbia. (2008). University Act: Designation of special purpose teaching universities regulation [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/11\\_220\\_2008](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/11_220_2008)

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 054 Reading and Writing for Academic and Career Success:  
Intermediate Level**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 5 has been identified. The changes proposed will provide clearer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP I found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 5 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 4 within two years can also be considered.

After consultation with the PLAR office and UUP department, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing intermediate level reading, vocabulary, writing, and grammar skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, students write reflective journals after watching videos such as "Welcome to Our Homelands" or reading about residential schools.

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

Principles of EDI are embedded in the classroom learning environment, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2026

REVISED COURSE IMPLEMENTATION DATE:

January 2032

COURSE TO BE REVIEWED (six years after UEC approval):

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: EAP 054	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Reading and Writing for Academic and Career Success: Intermediate Level <b>Course Short Title:</b> Reading & Writing Intermediate													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Develop intermediate (CLB 5) reading and writing for academic, community, and workplace purposes. Integrate reading and vocabulary strategies to comprehend informal and formal texts. Compose basic organized paragraphs using various sentence types. Revise and edit for clarity and accuracy.													
Prerequisites (or NONE):	One of ESL WG44, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 4.5 with no band below 4.0, TOEFL iBT score of 42 or higher with no section below 12, EIKEN Grade 2, or CLBPT/CLBPA overall 5 with no skill less than 5. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Anterequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ESL WG54</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, anterequisite course(s) will be included in the calendar description as a note that students with credit for the anterequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>-24</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>		Lecture/seminar	90									<b>Total hours</b>	<b>90</b>
Lecture/seminar	90												
<b>Total hours</b>	<b>90</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 intermediate reading and writing strategies for academic, workplace, and personal communication.
2. Apply appropriate reading strategies to comprehend simple formal and informal texts related to academic, community, and workplace topics.
3. Demonstrate comprehension of level-appropriate reading materials.
4. Use pre-writing and basic outlining strategies to plan content for paragraphs of 8-10 sentences.
5. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when writing, revising, and editing a written text.
6. Critically evaluate one's own learning journey and future goals for language learning.
7. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	30%	Quizzes/tests/midterm:	20%
Portfolio:	25%		%		%

**Details:**

Assignments: reflective journals, online discussion forums, and short writing tasks

**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.*)

Individual work, collaboration with partners, in small groups, and as a whole class, mini-lectures, assigned readings or videos with group discussion, online exercises, reflection, and written 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. Indigenous knowledge	Immigrant Services Society of BC	Reconciliation Awareness LINC Lessons – Welcome to Our Homelands <a href="https://issbc.org/news/welcome-to-our-homelands/">https://issbc.org/news/welcome-to-our-homelands/</a>	2020
2. Online resource	University of Victoria	English Language Centre Study Zone <a href="https://continuingstudies.uvic.ca/elc/studyzone/grammar">https://continuingstudies.uvic.ca/elc/studyzone/grammar</a>	current
3. Textbook	Oshima, A. & Hogue, A.	Longman Academic Writing 2 Pearson	current
4. Textbook	Kim, M. & MacDonald, J	Academic Inquiry 1: Sentences & Paragraphs Oxford UP	current
5. OER	Bow Valley College	In the Workplace: An Intermediate Integrated Skills Textbook	current

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

None

**Course Content and Topics**

- Introduction to studying at UFV: academic expectations & university services
- Introduction to reading and vocabulary building strategies
- The writing process: pre-writing, outlining, drafting, revising, and editing
- Basic paragraph structure
- Sentence structure: simple, compound, and complex sentences
- Workplace and community writing: emails, short reports, and personal correspondence
- Narratives: reading, reflecting, and writing about personal experiences
- Process: giving instructions, advice, warnings, and reminders
- Description: reading and writing about people, places, events, and things
- Comparison: describing similarities and differences
- Portfolio development: collecting and revising writing samples for academic and career use

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 056 Speaking and Listening: Intermediate Level**

*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 changes proposed are for several reasons. They will increase clarity by having a more specific name and describing aspects of the course more specifically. Changes will make the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 5 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP I found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 5 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 4 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing intermediate level speaking, listening, vocabulary, pronunciation and presentation skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through listening tasks, small group discussions, story telling, and other assignments.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 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: EAP 056	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Speaking and Listening Intermediate Level <b>Course Short Title:</b> Speaking & Listening Intermed													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Develop intermediate (CLB 5) listening and speaking skills to interact successfully within academic and professional settings. Apply oral grammar, pronunciation, non-verbal communication features, functional phrasing, and discourse skills to communicate effectively in a variety of common situations and purposes.													
Prerequisites (or NONE):	One of ESL S46, placement by department assessment, or one of the following test scores: IELTS score of 4.5 with no band below 4.0, TOEFL iBT score of 42 or higher with no section below 12, EIKEN Grade 2, or CLBPT/CLBPA overall 5 with no skill less than 5. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: <b>ESL S56</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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> </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>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 audience, purpose, formality, and features of speech in various short oral texts related to relevant familiar topics.
2. Identify the gist, factual details, and some implied meaning in short moderately complex communication.
3. Demonstrate intercultural awareness in social interactions within various settings (e.g. group work, conversation with professor, and conversation with employer).
4. Demonstrate the level-appropriate use of some basic conversational management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact).
5. Follow simple to moderately complex multi-step spoken instructions for familiar tasks.
6. Plan short, organized presentations on familiar topics.
7. Deliver short oral presentations using public speaking strategies.
8. Critically evaluate one's own performance and progress.
9. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	45%	Quizzes/tests/midterm:	20%
Project:	10%		%		%

**Details:**

Class assignments: reflective journals, participation in group discussions, interview tasks, listening tasks, and lab recordings  
 Project: story telling presentation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Collaborative learning, reflective journals, pair and small group discussions, mini-lectures, interviews, listening tasks, recordings, pair/small group exercises, reflection, online exercises, and video.

**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	Beatty,K. and William, J.	LEAP 2: Listening and Speaking TLC Media ELT	current
2. Textbook	Vargo, M. Blass, L., and Hughes, J.	Pathways Listening, Speaking, and Critical Thinking 1 Cambridge University Press	current
3. Indigenous knowledge	BC TEAL	Indigenous Peoples and Canada: Language, History, Survival, & Resilience – An EAL Resource for CLB 5+ <a href="https://bcteal.org/docs/Indigenous-People-and-Canada-2020-FINAL.pdf">https://bcteal.org/docs/Indigenous-People-and-Canada-2020-FINAL.pdf</a>	2020
4. Online resource	CBC television	<a href="https://www.cbc.ca/television">https://www.cbc.ca/television</a>	current
5.			

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

Headphones with microphone, volume control, and USB plug for lab work

**Course Content and Topics**

- Group discussions and conversation management skills (e.g. interrupting, turn-taking, clarification, and topic maintenance)
- Formal vs. informal speech styles in academic and workplace settings
- Non-verbal communication: interpreting body language and vocal features
- Phone competencies: asking and responding to questions
- Note-taking: listening for gist, signal words, and supporting details
- English suprasegmental features: syllables, stress, rhythm, and intonation patterns
- English segmental features: tense and lax vowels, voiced and unvoiced consonants
- Instructions and directions: giving and comprehending in moderately complex tasks
- Narratives and reports: giving and comprehending information in work and study contexts
- Opinions, suggestions, warnings, and requests: expressing and responding to others
- Presentation skills: planning, organizing, and delivering 3–4 minute talks
- Self-reflection and goal setting

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 064 Reading and Writing for Academic and Career Success: High Intermediate**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 6 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP II found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 6 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 5 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing CLB 6 level reading, vocabulary, writing, and grammar skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, students read about Stó:lō seasonal rounds and write about ways they experience the seasons.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 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: EAP 064	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Reading and Writing for Academic and Career Success: High Intermediate Level <b>Course Short Title:</b> Reading & Writing High Interim.													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Develop reading and writing skills (CLB 6) for academic and career purposes. Apply reading and vocabulary strategies to comprehend moderately complex texts of 3-5 paragraphs. Compose a variety of longer paragraphs. Revise and edit using various cohesive devices and sentence types.													
Prerequisites (or NONE):	One of EAP 054, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.0 with no band below 4.5, TOEFL iBT score of 52 or higher with no section below 14, EIKEN Grade 2A, or CLBPT/CLBPA overall 6 with no skill less than 6. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: <b>ESL WG64</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>24</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>		Lecture/seminar	90									<b>Total hours</b>	<b>90</b>
Lecture/seminar	90												
<b>Total hours</b>	<b>90</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 reading and writing strategies for academic, workplace, and personal communication.
2. Apply appropriate reading strategies to comprehend moderately complex formal and informal multi-paragraph texts related to academic, community, and workplace topics.
3. Demonstrate comprehension of level-appropriate reading materials.
4. Use pre-writing and formal outlining techniques to plan longer moderately complex paragraphs in varied genres including narrative, expository, and persuasive writing.
5. Write short, comprehensible, connected texts on familiar subjects appropriate to audience and purpose using a range of moderately complex grammar and vocabulary.
6. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when writing, revising, and editing a written text.
7. Critically evaluate one's own learning journey and future goals for language learning.
8. Reflect on First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	55%	Quizzes/tests/midterm:	20%
	%		%		%

**Details:**

Assignments such as reflective journals, online discussion forums, short writing tasks, revising & editing exercises, and paragraphs

**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, class and group discussions, mini-lectures, collaborative learning, pair/small group exercises, reflection, written assignments, online exercises, and videos.

**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	University of Victoria	English Language Centre Study Zone <a href="https://continuingstudies.uvic.ca/elc/studyzone/grammar">https://continuingstudies.uvic.ca/elc/studyzone/grammar</a>	current
2. Textbook	Oshima, A. & Hogue, A.	Longman Academic Writing 3 Pearson	current
3. Textbook	Jamieson, J. & Papple, J.	Academic Inquiry 2: Paragraphs & Short Essays Oxford U Press	current
4. OER	Stracuzzi, A. & Cormier, A.	Putting the Pieces Together: Reason & Writing for Success ecampusontario	current
5. Indigenous knowledge	City of Vancouver	First Peoples: A Guide for Newcomers	current

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

None

**Course Content and Topics**

- Introduction to studying at UFV: navigating academic expectations & university services
- Reading strategies: identifying main ideas and support, using context clues, making inferences
- Visual literacy: interpreting graphs, tables, and infographics
- Writing process and organization: pre-writing, formal outlining, drafting, revising, editing
- Basic paragraph and short essay structure: introduction, body, conclusion
- Academic and professional style: tone, register, formality
- Workplace writing: writing formal emails, letters, paragraphs, and reports
- Paragraph development: narration, process, exemplification, cause/effect, comparison/contrast, argument
- Evaluating support: relevance, distinguishing fact vs. opinion, recognizing bias and illogical reasoning
- Summarizing information from short academic and workplace texts
- Revising and editing: clarity, coherence, and accuracy

**Memo for New Course**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur, Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for new course (EAP 065: English Pronunciation)**

*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 elective pronunciation course is intended to replace the three other ESL pronunciation courses (ESL P45, ESL P65, and ESL P55), which were offered in the past and intend to be discontinued in this ELS program revision. Some of the outcomes from the old ESL pronunciation courses were integrated into this new course and the content updated to reflect current research on teaching English to adult learners. It is learner-centered with topics and activities directly linked to individual interests, goals, and real-world tasks, which are practiced in a safe space.

Offering students access to a course that offers time for a more in-depth exploration of pronunciation is needed because pronunciation is interwoven with many aspects of communication, reflects organizational and pragmatic knowledge (CLB, 2012), and is closely connected to learner confidence (Derwing & Munro, 2015). Many students ask pronunciation related questions in their language classrooms and believe it deserves systematic and explicit delivery (Reid, 2025; Derwing & Munro, 2015). Despite its importance, pronunciation is often ignored or only integrated superficially, which is often due to a lack of teacher confidence and pedagogical training (Foote, Trofimovich, Collins, & Soler, 2016). UFV can offer a course that is not readily available in the community.

**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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? UUP, CE, TESL, and Adult Education
5. If a new discipline designation is required, explain why: N/A

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

The integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through pair activities, small group discussions, and reflective journaling. For example, some Halq'eméylem sounds found in some common words and greetings will be integrated into practice activities.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. This is a safe learning community that values diversity, respect for others, cultural humility and life-long learning. Pronunciation is explored in a culturally sensitive way that honors students' linguistic and cultural backgrounds. The focus is on confident communication. Student input is valued, encouraged, and informs instruction. For example, students are encouraged to set personalized goals, describe experiences and share traditions. Activities can be adapted to accommodate student needs and interests. A diverse range of resources are used in the course and reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources. Headphones with a microphone – approx \$20

References:

Centre for Canadian Language Benchmarks. (2012). *CLB theoretical framework*. Immigration, Refugee, and Citizenship Canada.

Chilliwack Community Services. (2025). Explorations of Newcomer Belonging in Chilliwack. <https://www.chilliwack.ca/wp-content/uploads/2025/10/CLIP-Report-Final.pdf>

Derwing, T. M., & Munro, M. J. (2015). Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. John Benjamins Publishing.

Foote, J. A., Trofimovich, P., Collins, L., & Soler Urzúa, F. (2016). Pronunciation teaching practices in communicative second language classes. *The Modern Language Journal*, 100(3), 678-696.

Reid, J. (2025). Exploring pronunciation teaching: A case study of practices and perceptions in an English language program. *Athens Journal of Education*, 12, 1-20.

**CWC comment and response:**

- Given that integrated skills has largely taken over in EAP, why is there a course solely dedicated to pronunciation? Would pronunciation not better be integrated into an integrated skills listening and speaking course? Phonology is one of many linguistic competencies required - why such a narrow focus?

*Yes, some aspects of pronunciation are integrated into our EAP courses, not just the ones focused on developing speaking and listening. However, we don't have enough time to really delve deep into pronunciation, and the students in our classes have diverse needs, interests, and goals. Offering students access to a course that provides time for a more in-depth exploration of pronunciation is needed because pronunciation is interwoven with many aspects of communication, reflects organizational and pragmatic knowledge, and is closely connected to learner confidence. Many students consider pronunciation an integral component of their language programs that deserves systematic and explicit delivery (Reid, 2025; Derwing & Munro, 2015). Despite its importance, pronunciation is often ignored in other ELL programs, which is often due to a lack of teacher confidence and pedagogical training (Foote, Trofimovich, Collins, & Soler, 2016; Breitkreutz, Derwing, Rossiter, 2001).*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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: EAP 065	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> English Pronunciation <b>Course Short Title:</b> English Pronunciation													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> <p>A learner-centred exploration of English pronunciation in a communicative context, including English sound-spelling patterns, how vowel and consonant sounds are made and identified, and the influence of prosody (e.g. voice, stress, rhythm, and intonation) on spoken and written English.</p>													
<p>Note: Students with credit for ESL P65 cannot take this course for further credit.</p>													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):	None												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number:        Cross-listed with:        Equivalent course(s): <b>ESL P65</b>  <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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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. Recognize common sound-spelling relationships in English (e.g. silent letters, vowel combinations, reductions).
2. Analyze how segmental features shape the pronunciation of consonants and vowels.
3. Analyze how prosodic features (e.g., stress, intonation, rhythm) contribute to meaning in spoken English.
4. Distinguish features of spoken English (e.g. contractions, reductions, and linking) with formal academic writing.
5. Apply pronunciation strategies in conversations and oral reports about school, work, and community.
6. Explore the way sounds and symbols are used in English and global Indigenous languages.

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

Quizzes/tests/midterm:	40%	%	%
Assignments:	60%	%	%

**Details:**

Assignments include listening exercises, note-taking tasks, participation in group discussions, recordings, interviews, and reflective journals

**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.*)

Mini-lectures, pair and group work, videos, recordings, listening and writing exercises, and personal exploration of language use.

**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	Gilbert, J.	Clear Speech, Cambridge University Press	current
2. Textbook	Baker, A. and Goldstein, S.	Pronunciation Pairs, Cambridge UP	current
3. Textbook	McKay, I.	Have your Say, Oxford Press	current
4. Indigenous knowledge	First Peoples' Cultural Foundation	First Voices - <a href="https://www.firstvoices.com/">https://www.firstvoices.com/</a>	current
5. OER	Zemlick, B.	Speaking, Listening, and Pronunciation projects for ELL <a href="https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language">https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language</a>	current

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

Headphones with microphone and volume control

**Course Content and Topics**

- Sensory sound exploration: airflow, points of articulation, articulators, voice, pitch
- Sound-spelling relationships
- Syllable characteristics and how they influence word stress and rhythm
- Talking about the present and past – irregular verbs, “ed endings”, and “-s endings”
- Word stress, patterns used in daily English: nouns, verbs, suffixes, and phrasal verbs
- Sentence stress patterns: thought groups, pausing, emphasis, content vs. function words
- Sentence focus: changes in meaning or intent
- Intonation: questions, statements, certainty/uncertainty, emotions, choice, and turn taking
- Formal spoken English and non-verbal cues: giving oral reports
- Spoken vs. written communication
- Factors affecting spoken communication styles: tone, volume, speed

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 066 Speaking and Listening: High Intermediate**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 6 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP II found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 6 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 5 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing CLB 6 level speaking, listening, pronunciation and presentation skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through listening tasks, small group discussions, story telling, and other assignments.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 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: EAP 066	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Speaking and Listening: High Intermediate Level <b>Course Short Title:</b> Speaking & Listening High Int.													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Develop speaking and listening skills (CLP 6) for academic and career contexts. Participate in short sustained discussions and presentations. Apply conversation management and pronunciation techniques. Demonstrate effective notetaking, paraphrasing, and summarizing while engaging in intercultural communication and professional collaboration.													
Prerequisites (or NONE):	One of EAP 056, placement by department assessment, or one of the following test scores: IELTS score of 5.0 with no band below 4.5, TOEFL iBT score of 52 or higher with no section below 14, EIKEN Grade 2A, or CLBPT/CLBPA overall 6 with no skill less than 6. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Anterequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ESL S66</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, anterequisite course(s) will be included in the calendar description as a note that students with credit for the anterequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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> </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>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 audience, purpose, formality, and features of speech in various oral texts that are moderate in length and complexity.
2. Distinguish facts, advice, suggestions, and opinions in moderately complex communication that include some implied meaning.
3. Create organized notes that distinguish main and supporting details, signposts, digressions in short lectures or meetings.
4. Demonstrate level-appropriate use of conversation management strategies in group discussions.
5. Demonstrate intercultural awareness in social interactions within various school and work settings.
6. Apply suprasegmental pronunciation features (stress, rhythm, intonation) to improve clarity.
7. Plan 5-7 min organized presentations that offer opinions and supporting reasons to moderately complex topics.
8. Deliver short oral presentations using public speaking strategies and visual support.
9. Critically evaluate one's own performance and progress.
10. Reflect on First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	40%	Quizzes/tests/midterm:	20%
Project:	15%		%		%

**Details:**

Assignments: reflective oral journals, participation in group discussions, interview tasks, notetaking tasks, and recordings

Project: Storytelling presentation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

collaborative learning, reflective journals, pair and small group discussions, mini-lectures, interviews, listening tasks, recordings, pair/small group exercises, online exercises, and videos

**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	Beatty, K. and Williams, J.	LEAP 2: Listening and Speaking TC Media ELT	current
2. Textbook	Lee, C. & Chase, R.	Pathways Listening, Speaking, and Critical Thinking 2 Heinle ELT	current
3. Indigenous knowledge	Immigrant Services Society of BC	Reconciliation Awareness LINC Lessons – Welcome to Our Homelands <a href="https://issbc.org/news/welcome-to-our-homelands/">https://issbc.org/news/welcome-to-our-homelands/</a>	current
4. Online resource	CBC	CBC Podcasts <a href="https://www.cbc.ca/listen/cbc-podcasts">https://www.cbc.ca/listen/cbc-podcasts</a>	current
5. Online resource	CTVnews	<a href="https://www.ctvnews.ca/video/">https://www.ctvnews.ca/video/</a>	current

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

USB headset with microphone and volume control for lab work

**Course Content and Topics**

- Making and responding to introductions
- Conversation management: clarification, confirmation, interruption, paraphrasing
- Note-taking strategies for lectures and meetings
- Listening strategies: gist, details, signposts, digressions
- Distinguishing formal/informal register in spoken texts
- Presentation skills: planning, organizing, delivering, evaluating
- Pronunciation focus: stress, rhythm, intonation, connected speech
- Sharing information: expressing opinions, preferences, feelings, obligations, ability, and certainty
- Analyzing support: relevance and reliability
- Intercultural communication and workplace adaptation
- Reflection on personal communication strategies

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 074 Reading and Writing for Academic and Career Success:  
Advanced**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 7 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP III found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 7 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 6 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing CLB 7 reading, vocabulary, writing, and grammar skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, there is a reflective journal focusing on connections to person, place, heart, and community.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2026

REVISED COURSE IMPLEMENTATION DATE:

January 2032

COURSE TO BE REVIEWED (six years after UEC approval):

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: EAP 074	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Reading and Writing for Academic and Career Success: Advanced Level <b>Course Short Title:</b> Reading & Writing Advanced													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Reading and writing skills (CLB 7) for academic and career purposes. Plan, write, revise, and edit short essays integrating quotes, paraphrases, summaries with citations. Apply critical reading strategies to analyze arguments and evaluate support for clarity, logic, coherence, and credibility.													
Prerequisites (or NONE):	One of EAP 064, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.5 or higher with a minimum band score of 5.0, TOEFL iBT score of 71 or higher with no section below 16, EIKEN Grade 2A with CSE total score 2400 or with Stage 1 total score result 65, PTE score of 46 with 44 in writing, LPI essay score of 18 (level 3), or CLBPT/CLBPA 7 overall with no skill less than 7. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ESL WG74</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>24</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>90</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>		Lecture/seminar	90									<b>Total hours</b>	<b>90</b>
Lecture/seminar	90												
<b>Total hours</b>	<b>90</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Developmental upgrading courses are not eligible for PLAR.													
<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 advanced reading strategies (e.g. skimming, scanning, inference, critical analysis) to moderately complex texts of up to four pages related to academic and workplace topics.
2. Analyze moderately complex texts for purpose, tone, argument structure, bias, and rhetorical techniques.
3. Evaluate the credibility of academic and workplace sources.
4. Create study notes and outlines from multi-paragraph academic and workplace-related texts.
5. Compose short academic essays with clear thesis statements, logical supporting evidence, and developed conclusions.
6. Integrate paraphrases, quotations, and summaries into writing using citation conventions.
7. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when planning, writing, revising and editing a written text.
8. Critically evaluate one's own learning journey and future goals for language learning.
9. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	60%	Quizzes/tests/midterm:	15%
	%		%		%

**Details:**

Assignments include 3 essays each worth 10% (30%), reflective journals (10%), online discussion forums (5%), short writing tasks (10%), and revising/editing exercises (5%)

**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, class and group discussions, mini-lectures, collaborative learning, pair/small group exercises, reflection, written assignments, online exercises, and video.

**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	Oshima, A. & Hogue, A.	Longman Academic Writing 4 Pearson	current
2. Textbook	Leu, S. & Neumann, H.	Academic Inquiry 3: Essays & Integrating Sources, Oxford University Press	current
3. OER	Chamberlain, P. & Dubbelboer, A.	Read, Think, Write: Writing in University, Athabasca University Press	current
4. OER	Hall, B. & Wallace, E.	College ESL Writers: Applied Grammar and Composing Strategies for Success, University System of Georgia	current
5. Indigenous knowledge	Abbotsford School District	Indigenous Education Resources <a href="https://indigenous.abbyschools.ca/indigenous-library">https://indigenous.abbyschools.ca/indigenous-library</a>	current

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

None

**Course Content and Topics**

- Reading strategies for longer texts: questions, prediction, inference, synthesis
- Critical reading: distinguishing fact vs. opinion, detecting bias, analyzing arguments
- Vocabulary development: context clues, word parts, academic register
- Writing genres: academic essays, formal correspondence, short reports
- Visual literacy: interpreting graphs, data, and infographics
- Essay structure: thesis, body, conclusion
- Writing process: pre-writing, drafting, revising, editing, formatting
- Source integration: paraphrasing, summarizing, quoting, citing (APA/MLA)
- Academic integrity: accurate citation, plagiarism and patchwriting avoidance

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 075 Foundations of English for Business and the Workplace**

*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 changes proposed will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs.
- The pre-requisite description was revised as the ESL courses have not been offered for many years and are no longer part of the program.
- Course resource materials for developing intermediate level reading, vocabulary, writing, and grammar skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.
- After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students

engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, assignments offer an opportunity to research Indigenous-owned businesses.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes (in particular outcome 5), resource and topic selection, and assignments. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 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: EAP 075	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Foundations of English for Business and the Workplace <b>Course Short Title:</b> Foundations Business English													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> For students intending to pursue a credential related to business or currently working in a business environment, including small or new businesses. Written and oral communication and interactive expectations common in business culture. Professional individual and group presentations.													
Prerequisites (or NONE):	One of EAP 064, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.5 or higher with a minimum band score of 5.0, TOEFL iBT score of 71 or higher with no section below 16, EIKEN Grade 2A with CSE total score 2400 or with Stage 1 total score result 65, PTE score of 46 with 44 in writing, LPI essay score of 18 (level 3), or CLBPT/CLBPA 7 overall with no skill less than 7. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):	None												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ESL BU75</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> 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> </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>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 business and workplace texts for clarity, logic, organization and effectiveness.
2. Use text-based communication templates and forms that are common in business including memos and reports.
3. Communicate professionally using e-mail and other electronic media and platforms.
4. Work collaboratively to research, develop, present, and defend a business plan or workplace project.
5. Use effective communication strategies in a variety of interpersonal situations.
6. Communicate using vocabulary and phrasing common in various business and workplace settings.
7. Practice culturally appropriate and respectful methods of addressing Indigenous Peoples and territories.

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

Quizzes/tests/midterm:	15%	Assignments:	25%	Project:	60%
	%		%		%

**Details:**

Individual presentation and reflection: 15%

Team presentation and reflection: 15%

Case study final project and reflection: 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.*)

Mini-lectures, in-class discussions, pair and group work, assigned readings, student-led activities, videos, and online learning.

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

Type	Author or description	Title and publication/access details	Year
1. OER	Cruthers, A.	Business Writing for Everyone <a href="https://kpu.pressbooks.pub/businesswriting/">https://kpu.pressbooks.pub/businesswriting/</a>	current
2. Textbook	Baade, K., Duckworth, M., Grant, D. et al	Business Result Advanced, Oxford ELT	current
3. Online resource	Government of Canada – Business and Industry	Planning a business <a href="https://www.canada.ca/en/services/business/start/planning.html">https://www.canada.ca/en/services/business/start/planning.html</a>	current
4. OER	University of Minnesota Libraries	Communication for Business Success <a href="https://biz.libretexts.org/Bookshelves/Business/Business_English_and_Communication/Communication_for_Business_Success_(LibreTexts)">https://biz.libretexts.org/Bookshelves/Business/Business_English_and_Communication/Communication_for_Business_Success_(LibreTexts)</a>	current
5. OER	ecampusOntario	Fundamentals of Business: Canadian Edition <a href="https://ecampusontario.pressbooks.pub/businessfuncdn/front-matter/business-fundamentals-canadian-edition-2018/">https://ecampusontario.pressbooks.pub/businessfuncdn/front-matter/business-fundamentals-canadian-edition-2018/</a>	current

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

- Identifying and using common business forms and templates
- Commonly used business vocabulary and phrasing
- Business communication: writing clearly and effectively
- Researching products and companies
- Developing marketing plans
- Establishing and maintaining a respectful workplace environment
- Small group collaboration models
- Online collaboration techniques
- Effective oral communication strategies for a variety of purposes
- Defending and critiquing a business plan
- Telephone skills and expectations
- Professional presentation tools and strategies

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 076 Speaking and Listening: Advanced**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 7 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP III found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 7 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 6 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing CLB 7 level speaking, listening, pronunciation and presentation skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through listening tasks, small group discussions, story telling, and other assignments.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 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: EAP 076	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Speaking and Listening for Academic and Career Success: Advanced Level <b>Course Short Title:</b> Speaking & Listening Advanced													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
<b>Calendar Description:</b> Develop listening and speaking skills (CLP 7) for academic and professional purposes. Apply notetaking and paraphrasing in group discussions and lectures. Construct explanations, instructions, and arguments using clear, accurate, and detailed speech. Practice intercultural communication in academic and professional contexts.													
Prerequisites (or NONE):	One of EAP 066, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.5 or higher with a minimum band score of 5.0, TOEFL iBT score of 71 or higher with no section below 16, EIKEN Grade 2A with CSE total score 2400 or with Stage 1 total score result 65, PTE score of 46 with 44 in writing, LPI essay score of 18 (level 3), or CLBPT/CLBPA 7 overall with no skill less than 7. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ESL S76</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>24</b>												
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Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Developmental upgrading courses are not eligible for PLAR.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 audience, purpose, relevance, tone, formality, and features of speech in moderately complex spoken texts that include some abstract and specialized language
2. Distinguish main ideas, supporting details, and digressions in moderately complex communication intended to persuade
3. Create notes that summarize key points from extended lectures and multi-speaker exchanges
4. Demonstrate strategies for sustained interactions, effective teamwork and intercultural communication
5. Plan extended organized presentations for more complex topics tailored to academic or career contexts
6. Deliver extended structured presentations using visual support and public speaking strategies
7. Apply advanced pronunciation features and grammatical structures for clear and accurate speech
8. Respond appropriately to feedback, critique, and differing viewpoints
9. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	40%	Quizzes/tests/midterm:	20%
Project:	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.*)

Collaborative learning, mini-lectures, paired work, group discussions, recordings (audio/visual), presentations, search activities, reflection, peer feedback, online exercises, and videos.

**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	Lane Community College	Transition Level Listening and Speaking	current
2. Textbook	Reinhart, S.	Giving Academic Presentations, University of Michigan Press	current
3. Indigenous knowledge	Siwal Si'wes Digital Library	<a href="https://swwlibrary.com/">https://swwlibrary.com/</a>	current
4. Textbook	Lee, C. & Pattison, T.	Pathways Listening, Speaking, & Critical Thinking 3	current
5. Online resource	CBC	CBC Podcasts <a href="https://www.cbc.ca/listen/cbc-podcasts">https://www.cbc.ca/listen/cbc-podcasts</a>	current

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

USB headset with microphone and volume control for lab work

**Course Content and Topics**

- Note-taking techniques for lectures and group discussions in academic and professional contexts
- Listening for tone, bias, and perspective
- Paraphrasing and summarizing oral input
- Professional discussion skills: managing disagreements and building consensus
- Debate, argumentation, and problem-solving strategies
- Extended presentation planning and delivery (5–8 minutes)
- Pronunciation focus: fluency, intonation, connected speech
- Intercultural collaboration and conflict management in group projects

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 084 Reading and Writing for Academic and Career Success:  
University Bridge Level**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 8 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP IV found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 8 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 7 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing CLB 8-9 level reading, vocabulary, writing, and grammar skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, students write their own territorial land acknowledgement to share with classmates. Students explore intellectual, spiritual, emotional, and physical aspects of health for a reflective journal.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: EAP 084	Number of Credits: 6 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Reading and Writing for Academic and Career Success: University Bridge Level <b>Course Short Title:</b> Reading & Writing Univ Bridge	
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning
<b>Calendar Description:</b> <p>Develop more advanced writing and reading skills for academic and career purposes. Research, plan and compose essays integrating cited multiple sources. Apply critical reading strategies, advanced grammar, and academic vocabulary to produce clear, accurate, and well-structured academic and professional texts.</p>	
Prerequisites (or NONE):	One of EAP 074, placement by department assessment, or evidence of any test score or course grade listed under the Entry-level post-secondary English language proficiency standards in the UVF academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a>
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number: <b>ESL WG84</b></p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><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></p>	
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every semester</b></p> <p>Maximum enrolment (for information only): <b>24</b></p>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR cannot be awarded for this course because:</p> <p>Developmental upgrading courses are not eligible for PLAR.</p>	
<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>	
Department approval	Date of meeting: September 19, 2025
Faculty Council approval	Date of meeting: November 14, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 advanced reading strategies (inference, critical evaluation, synthesis) to extended complex academic and professional texts.
2. Create notes from complex text using annotations, paraphrasing, summarizing, outlines, and graphic organizers.
3. Use pre-writing, search, and formal outlining strategies to plan essays using multiple credible academic and workplace sources.
4. Employ appropriate English structures, tone, style, and format when writing, revising, and editing an extended written text.
5. Integrate quotations, paraphrases, and summaries into extended texts with accurate citation and referencing.
6. Demonstrate appropriate academic register and vocabulary in formal written communication.
7. Critically evaluate one's own learning journey, future learning, and professional goals.
8. Explore Indigenous ways through oral storytelling and recognizing the land (e.g. writing Territorial Acknowledgements).

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

Final exam:	25%	Project:	15%	Quizzes/tests/midterm:	20%
Assignments:	40%		%		%

**Details:**

Assignments include reflective journals, group work, online discussion forums, and writing tasks  
Library research project: essay and visual report

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

A process approach to writing, which may include pre-writing strategies, revising, editing, and publishing. Readings, group discussion, mini-lectures, search activities, collaborative learning, pair/small group exercises, reflection, peer feedback, written assignments, online exercises, and videos.

**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	Maurer, J.	Focus on Grammar 5: An Integrated Skills Approach	current
2. Online resource	Excelsior University	Excelsior Online Writing Lab & Online Reading Lab	current
3. Textbook	Norloff, C., & Renehan, A.	University Success: Transition Level Writing with MyEnglishLab	current
4. Textbook	Douglas, S. R.	Academic Inquiry 4: Essays and Research Oxford University Press	current
5. Indigenous knowledge	National Centre for Truth and Reconciliation	<a href="https://nctr.ca/">https://nctr.ca/</a>	current

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

None

**Course Content and Topics**

- Reading strategies for different reading purposes and types of academic and professional texts
- Critical reading and evaluation of purpose, tone, point of view in academic and professional texts
- Note-taking skills: development of independent, unguided annotation
- Synthesis of ideas across multiple readings
- Research skills and academic integrity
- Essay planning and development
- Source integration: paraphrasing, summarizing, quoting, citing (APA/MLA)
- Advanced grammar and syntax: conditionals, passive forms, complex clauses
- Advanced vocabulary and academic register
- Editing for tone, style, and cohesion
- Portfolio preparation for academic/career purposes

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group

Date: October 9, 2025

**Subject: Proposal for revision of EAP 086 Speaking and Listening: University Bridge Level**

*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 changes proposed are for several reasons. They will increase clarity by describing aspects of the course more specifically and making the course more responsive to community needs. Since the ELS program was suspended in 2023, a strong need for English language support at CLB 8 has been identified. The changes proposed will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes for EAP IV found in the BC English for Academic Purposes Articulation Guide.

Pre-requisites were updated to more accurately communicate CLB 8 and the official placement tests used to determine this. The Canadian Language Benchmarks Placement Test (CLBPT) and the new Canadian Language Benchmarks Placement Assessment (CLBPA) can be used to determine appropriate placement. An official LINC Certificate confirming completion of CLB 7 within two years can also be considered.

After consultation with the PLAR office and UUP, it was determined that this course is not eligible for PLAR. UFV's PLAR office is not offering upgrading credits as PLAR is not normally granted for upgrading developmental courses, nationally. In addition, the residency requirements for the 9 credit ELS associate certificate will not accommodate the use of PLAR.

Course resource materials for developing Bridge level speaking, listening, pronunciation and presentation skills for academic and career purposes were updated with consideration to EDI principles and Indigenous knowledge sources. OER resources were included to ensure access.

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 outcomes of this course align very well with the outcomes of the ELS Associate Certificate Program, which emphasize English language development across skill areas and proficiency levels in preparation for undergraduate-level study and professional contexts. This course supports UFV's institutional learning outcomes, promoting critical thinking, cultural awareness, and ethical reasoning. Students engage in building knowledge, skills, and reflecting on their learning. Students are expected to apply their knowledge and skills, think critically, communicate effectively with others, and reflect throughout their coursework.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? UUP, CE, TESL, and Adult Education
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 integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through listening tasks, small group discussions, story telling, and other assignments.

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

Principles of EDI are embedded in the classroom learning environment, learning outcomes, resource and topic selection, assignments, and reflective practice opportunities. The EAP program and courses within it facilitate safe learning communities that value diversity, respect for others, cultural humility and life-long learning. The class supports multi-lingual learning where languages and cultural backgrounds are assets in the learning process. Student input is valued, encouraged, and informs instruction. Activities can be adapted to accommodate student needs and interests. Students can demonstrate learning in several ways. A diverse range of resources are used in the course. Texts, examples, and discussions reflect a variety of cultures, identities, and perspectives to ensure all students feel represented. Reflective journal assignments are intrinsically linked to EDI because they serve as a method for developing self-awareness, recognizing bias, and deepening cultural humility.

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):

Most students who register for this course are eligible for free tuition. The provincial Adult Upgrading Grant is available through Financial Aid to cover UFV & SUS Fees. Instructors are encouraged to use free, Open Education Resources.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2021  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: EAP 086	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Listening and Speaking University Bridge Level <b>Course Short Title:</b> Listening & Speaking Bridge	
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning
<b>Calendar Description:</b> <p>Develop speaking and listening skills for university and professional purposes. Use pragmatic, intercultural strategies, negotiation, conflict resolution, verbal and non-verbal communication skills to collaborate effectively in group work. Deliver extended group presentations confidently in diverse contexts.</p>	
Prerequisites (or NONE):	One of EAP 076, placement by department assessment, CLBPT/CLBPA 8, or evidence of any test score or course grade listed under the Entry-level post-secondary English language proficiency standards in the UVF academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> .
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>	
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>24</b></p>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR cannot be awarded for this course because:        Developmental upgrading courses are not eligible for PLAR.</p>	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>	
Department approval	Date of meeting: September 19, 2025
Faculty Council approval	Date of meeting: November 14, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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. Collaborate effectively in teamwork and group projects for academic and professional contexts.
2. Negotiate and resolve conflicts using active listening and problem-solving strategies.
3. Deliver extended academic presentations (8–10 minutes) with visual and multi-modal support.
4. Analyze and apply pragmatic functions (e.g., persuasion, negotiation, and intercultural repair strategies).
5. Interpret and critique extended spoken texts for bias, perspective, and rhetorical effect.
6. Demonstrate advanced pronunciation and fluency strategies for clear communication.
7. Apply intercultural communication skills in academic and workplace contexts.
8. Reflect on Indigenous ways through oral storytelling and recognizing the land (e.g. sharing Territorial Acknowledgements).

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

Final exam:	20%	Assignments:	40%	Quizzes/tests/midterm:	15%
Project:	25%		%		%

**Details:**

Assignments: oral reflective journals, participation in group discussions, interview tasks, note-taking tasks, and recordings  
 Projects: Individual presentation and group presentation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Pair work, small group projects and group discussion, team presentations and demonstrations, experiential role plays and simulations, experiential guided discovery activities, case study analysis, reflection, and videos.

**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	Vargo, M., Blass, L., and Macintyre, P.	Pathways: Listening, Speaking, and Critical Thinking 4 Heinle ELT	current
2. OER	Chang, H., Windeatt, S., and Stockwell, E.	Communication Across Cultures <a href="https://usq.pressbooks.pub/interculturalcommunication/">https://usq.pressbooks.pub/interculturalcommunication/</a>	current
3. Online resource	University of Lethbridge	English Language Institute Open Ed Resources	current
4. Online resource	CBC Podcasts	<a href="https://www.cbc.ca/listen/cbc-podcasts">https://www.cbc.ca/listen/cbc-podcasts</a>	current
5. Indigenous knowledge	Siwal Si'wes Digital Library	<a href="https://swwlibrary.com">https://swwlibrary.com</a>	current

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

None

**Course Content and Topics**

- Listening to extended lectures, panel discussions, and professional meetings
- Critiquing oral texts for bias, tone, and argumentation
- Pragmatic functions: persuasion, clarification, intercultural repair strategies
- Negotiation, conflict resolution, and consensus-building
- Teamwork and group project communication skills
- Intercultural collaboration and identity in academic and professional settings
- Extended presentation skills (research, organization, citation, visual support, delivery, feedback, and reflection)
- Pronunciation and fluency: sentence stress, rhythm, intonation in a formal speech

**Memo for Course Changes**

To: FECHDCC

From: Helen Butner & Amea Wilbur (Co-Chairs of ELS Program Working Group)

Date: October 9, 2025

**Subject: Proposal for discontinuation of EAP 058, EAP 068, EAP 070, EAP 073, EAP 080, ESL CB50, ESL CMS, ESL IB29, ESL L87, ESL P45, ESL P55, and ESL P65.**

*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:

These courses were part of the English Language Studies program that was suspended in 2023 and are not included in the program being revised. There are no plans to offer these courses again. Some of the outcomes in these courses have been integrated into the revised program, so a separate course is no longer needed.

As part of updating the English Language Studies programs following the program suspension, the curriculum working group and UUP department has pared down EAP courses to those that can be supported and offered frequently enough to warrant continuance. These updates, including both course revisions and removals, is also needed in light of the changes to the funding landscape for English Language Studies, both in the community and at UFV. Demand for intermediate English language studies courses (Canadian Language Benchmark [CLB] levels 5-8) remains high among community organizations, English language learners (ELL) in our region, and UFV International. However, provincial and federal funding for community-based language learning, through LINC, has lagged. Provincial funding for ELL is increasingly tied to career fields for which there is high need for new training and workers.

Most of these courses have not been offered for multiple years.

EAP 058	Reading for Academic Success: High Intermediate Level
EAP 068	Reading for Academic Success: Advanced Level

EAP 070	Reading for Academic Success: University Foundation Level
EAP 073	Academic Vocabulary: University Foundation Level
EAP 080	Writing for Academic Success: University Bridge Level
ESL CB50	Basic Computer Concepts and Use
ESL CMS	Computer-Mediated Multi-Skill Course
ESL IB29	ESL Intensive Beginner II
ESL L87	ESL Listening Bridge I
ESL P45	ESL Pronunciation I
ESL P55	ESL Phonics/Spelling
ESL P65	ESL Pronunciation II

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

UUP

**Memo for Program Changes**

To: Chair, Undergraduate Education Committee  
From: Helen Butner & Amea Wilbur Co-Chairs of ELS Program Working Group  
Date: October 9, 2025

**Subject: Program change (English Language Studies Program)****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: Calendar copy

**2. Rationale for change(s):**

For nearly five decades, as Fraser Valley College transitioned to The University College of the Fraser Valley and then UFV, our institution offered programming to support English language learners in our community.

In 2023, the ELS program was suspended for two years due to declining enrollments. This decline was not due to a lack of demand in our community as the number of newcomers arriving in the Fraser Valley remained high and grew dramatically between 2021 and 2024. In fact, Abbotsford was designated in 2022 as a RAP (Refugee Assistance Program) city, which means Ottawa has recognized Abbotsford as a hub to bring refugees for assistance with transport, housing, and settlement (including language support). Rather, declining enrollments reflected the negative effects of COVID on international student travel; a mismatch between course scheduling and mixed audiences (domestic vs international students); a lack of awareness regarding the ELS program; changes in the funding for language development in the community; and a loss of capacity to support community pathways into the ELS program despite high need within our region.

The program suspension was an opportunity to reimagine the program and ensure its part in UFV's mission to provide accessible, relevant education that empowers students and serves our diverse communities. A wide range of people and programs were consulted over the past two years to determine how to best do this. For example, we spoke with individuals from UUP, ADED, TESL, Continuing Education, Teaching and Learning, PDQA, PLAR, and UFV International as well as from the BC Articulation EAL committee, the Abbotsford School District, Archway's LINC program, New Directions LINC program, and Chilliwack Community Services.

We found that a significant need exists for English language programming for multi-lingual learners in the Fraser Valley, specifically at Canadian Language Benchmarks (CLB) 5 to 8 proficiency levels. The CLBs are used by the government when implementing policy. For example, CLB 7 or higher is needed for post-graduate work permits, and the CLBs are used by all LINC (Language Instruction for Newcomers to Canada) programs. Recent federal funding cuts have meant that English settlement classes at CLB 5-8 are no longer offered or have been greatly reduced in most LINC programs across Canada. It is predicted that most CLB 5-8 LINC classes will not continue to be supported in this upcoming contract with Immigration, Refugees, and Citizenship Canada (IRCC). In addition, budget cuts at post-secondary institutions across Canada have also meant the suspension of EAP post-secondary programs nationally and closer to home. There are fewer places for students to receive the quality English programming they need.

EAP pathways are needed, so people in our community can reach their academic and professional goals. The Ministry of Post-Secondary Education and Future Skills (2024) made it clear: access to ABE, ELL, and AET programs is crucial for British Columbians aiming to advance their education and careers. This is an opportunity for UFV and its ELS program to address gaps in access and ensure pathways that are responsive to student needs. The EAP program changes proposed can help meet local community needs and increase international student numbers without being blocked by caps on international students.

***Proposed Changes***

- ***Course updates, to bring them current with provincially agreed-upon CLB benchmarks for EAP courses***

The changes proposed to the ELS program will provide closer alignment with the nationally recognized Canadian Language Benchmarks (CLB) and the provincially articulated outcomes (revised 2024) for EAP I to EAP IV (BC EAL Articulation Guide). Using the CLB framework ensures the same language to communicate proficiency levels that is used across Canada and provides greater clarity on course content across the four levels of the program.

- ***Course consolidation and discontinuation of older courses***

The reading and writing courses will be combined, which will reduce costs and increase access for students as they will need to complete two courses (total 9 credits) instead of three courses (total of 15 credits). Students who work can more easily fit two courses into their schedules. Courses that only focus on one skill area such as writing, reading, or listening and some electives will be discontinued. A few elective courses will remain for students interested in a special language focus or who need more credits for work or visa purposes. Courses can be taken individually or as part of an associate certificate.

- ***Revision of certificate to associate certificate***

The revision from certificate to associate certificate is required as the existing credentials no longer fit the UFV credential structure (Credentials, Policy #64). Three of the currently existing certificates are 15 credits, and the fourth has an option to extend it to 18 credits. The Credentials policy requires a certificate to be a minimum of 18 credits, and associate certificates to be between 9-17 credits.

The change from certificate to associate certificate is also important for other reasons. It helps meet the needs of busy students who want to develop their language skills for personal and work reasons in addition to those who are interested in meeting the pre-requisites to enter other programs at UFV. An associate certificate is attractive because it is something tangible to show employers and others rather

than just a transcript of grades. Offering associate certificates of 9 credits at four different levels of proficiency provides UFV International with more options when marketing UFV globally and makes the program more accessible to domestic students who may need to work and take care of their families. Shorter associate certificates provide the program with greater flexibility. Students can study part-time, full-time, or in 8-week intensive offerings. Students can enter at any of the four levels, complete one or more associate certificates, and exit (and re-enter) at the point that meets personal needs, interests and future goals. Offering lower levels ensures greater access and more pathways into the university, which is beneficial to the university and our community as a whole. Students who successfully complete core courses in the advanced and bridge-level associate certificates can meet UFV's entry-level and degree/diploma post-secondary English language proficiency standards. International students coming as visitors can study without obtaining a visa for up to 6 months, so they can complete more than one associate certificate within that time if desired. International students have further pathway possibilities if registered in the University Foundations program, changes to which will also be forthcoming.

- ***Revisions to calendar copy***

The current calendar copy is outdated and missing information needed by advisors, UFV International, and other university staff working with English language learners. Changes to calendar copy also refers to EAP courses, and removes the previous, very outdated list of courses that once used the ESL prefix. ESL courses not converted to EAP are to be discontinued. The proposed changes will increase clarity by describing the course more specifically and respond to feedback we received from the community.

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

The program outcomes for the ELS courses and associate certificates have been updated but are not substantially changed from their last iteration in 2020. The program learning outcomes closely align with several UFV ILOs. **See attachment** at end of memo.

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

The integration of First Peoples ways of knowing and learning is woven into the curriculum in several ways. There are many opportunities for learning and practicing appropriate cultural protocols such as the acknowledgment of traditional territory and talking circles. Students will engage with Indigenous worldviews and communicate with others respectfully through course readings, small group discussions, reflective journaling, story telling, and other assignments. For example, there are reflective journals, which offer opportunities to explore Indigenous topics and think deeply about Truth and Reconciliation.

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

Revisions to the associate certificate reduces the number of courses required for each credential, so fewer resources will be required. In addition, provincial ELL Pathways funding grants have provided additional financial support for EAP courses since 2023, and this funding has been used to re-establish partnerships with community organizations who refer students to UFV for EAP courses.

**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 the ELS program has been suspended since 2023, most EAP courses have not been offered in the subsequent years. EAP 074 and EAP 084 have continued to run, and demand within the community has been high. Notably, most students coming into the course are asking for this to complete a credential, as they see a credential like an associate certificate as being an advantage for both immigration and professional purposes. We expect increased enrolment for the reasons given in the rationale.

In addition, the revamped EAP associate certificates will be deliverable within single semesters. This structure will enable the creation of a year-long, multi-credential pathway for domestic and international students who start their education at UFV 1-2 years before meeting the degree/ diploma English level proficiency.

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

There is a reduction in the number of credits to 9. No courses from outside the area are used in these programs. The core content of reading and writing courses remains comparable to that in the previous program iterations. The integration of reading and writing skill development into a single course (e.g., EAP 064) reflects better practices, as these processes are co-generative. The same is true for speaking and listening skills, which are combined already in different courses (e.g., EAP 066)

**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.).**

No additional resources will be required to accommodate program changes, above and beyond that already required for pre-suspension program delivery.

Support for timetable, to pursue grant funding and offer additional sections in conjunction with community partners. Both UUP advisors have participated in conversations with community partners on how to better support students in EAP courses.

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

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.**

Please see Dean's memo (attached).

## ELS Associate Certificates: Program Learning Outcomes

Program		Courses	PLOs	ILO alignment
CLB Level	Certificate	Include...	Upon completion of this credential, students will be able to:	
5	English Language Studies Intermediate Associate Certificate <i>Previous: ELS Intermediate Certificate</i>	EAP 054 + EAP 056	<ol style="list-style-type: none"> <li>1. Communicate orally and in written form with a proficiency consistent with Canadian Language Benchmark (CLB) level 6.</li> <li>2. Employ tools and strategies in the personal organization of information for written and oral tasks.</li> <li>3. Comprehend simple formal and informal texts utilized in academic, community, and workplace settings.</li> <li>4. Produce grammatically and organizationally CLB level-appropriate short-form written tasks and oral presentations within diverse settings.</li> <li>5. Provide concrete examples of how the tone and structure of English may change depending on audience and purpose.</li> <li>6. Identify appropriate use of selected basic conversation management skills (e.g., timing, turn-taking, eye contact) common in Canadian conversational spaces.</li> <li>7. Exhibit intercultural awareness and communications in diverse social and learning settings (e.g., classrooms, workplaces, etc.)</li> <li>8. Reflect meaningfully on one's progress in English language learning as part of one's learning journey and career pathways.</li> </ol>	ILOs #1, 2, 3, 4, 8
6	English Language Studies High Intermediate Associate Certificate <i>Previously: ELS Advanced I Certificate</i>	EAP 064 + EAP 066	<ol style="list-style-type: none"> <li>1. Communicate orally and in written form with a proficiency consistent with Canadian Language Benchmark (CLB) level 7.</li> <li>2. Employ tools and strategies in the collection (e.g., note-taking) and organization of information for written and oral tasks.</li> <li>3. Comprehend moderately complex formal and informal texts utilized in academic, community, and workplace settings.</li> <li>4. Produce grammatically and organizationally CLB level-appropriate written tasks and longer oral presentations within diverse settings.</li> <li>5. Employ within one's writing and oral communications the tone and structure of English appropriate to audience, genre, and purpose.</li> <li>6. Utilize conversation management skills (e.g., timing, turn-taking, eye contact) common in Canadian conversational spaces.</li> <li>7. Speak with confidence and clarity of one's position and knowledge in presentations and conversations.</li> <li>8. Exhibit intercultural awareness and communications in diverse social and learning settings (e.g., classrooms, workplaces, etc.)</li> </ol>	ILOs #1, 2, 3, 4, 8

			<p>9. Reflect meaningfully on one's progress in English language learning as part of one's learning journey and career pathways.</p>	
7	<p>English Language Studies Advanced Associate Certificate <i>Previously: ELS Advanced Certificate II</i></p>	<p>EAP 074 + EAP 076</p>	<p>1. Communicate orally and in written form with a proficiency consistent with Canadian Language Benchmark level 8.</p> <p>2. Employ tools and strategies in the collection (e.g., note-taking) and organization of more complex and longer-form information sources.</p> <p>3. Apply advanced reading strategies (e.g., skimming, scanning, inference) to longer-form texts utilized in academic, community, and workplace settings.</p> <p>4. Critically assess argument, structure, bias, and rhetorical techniques utilized in English communications in multiple formats.</p> <p>5. Incorporate appropriately cited information from diverse sources into written and oral presentations</p> <p>6. Produce, with a high level of proficiency and clarity, written and oral presentations tailored to academic or career contexts.</p> <p>7. Incorporate feedback, critique, and diverse viewpoints within one's written work and presentations.</p> <p>8. Utilize conversation management and team-building skills common in Canadian conversational spaces.</p> <p>9. Engage in sustained interactions that exhibit intercultural awareness and communications in diverse social and learning settings (e.g., classrooms, workplaces, etc.)</p> <p>10. Reflect meaningfully on one's progress in English language learning as part of one's learning journey and career pathways.</p>	<p>ILOs #1, 2, 3, 4, 8</p>
8	<p>English Language Studies University Bridge Associate Certificate <i>Previously: ELS Academic Certificate</i></p>	<p>EAP 084 + EAP 086</p>	<p>1. Communicate orally and in written form with a proficiency consistent with Canadian Language Benchmark level 9.</p> <p>2. Employ advanced tools and strategies in the collection (e.g., annotation, graphic organizers) and organization of complex and longer-form information.</p> <p>3. Apply advanced reading strategies (e.g., inference, synthesis) to evaluate meaning, argument, structure, and rhetoric in complex university-level and professional texts.</p> <p>4. Integrate appropriately cited information and ideas from diverse sources into written and oral presentations</p> <p>5. Produce, with a high level of accuracy, extended written and oral presentations tailored to academic or career contexts.</p> <p>6. Incorporate feedback, critique, and diverse viewpoints within one's written work and presentations.</p> <p>7. Speak with confidence and clarity of one's position and knowledge in presentations and conversations.</p>	<p>ILOs #1, 2, 3, 4, 8</p>

			<ol style="list-style-type: none"> <li>8. Collaborate effectively in teams within academic and professional settings.</li> <li>9. Apply pragmatic functions (e.g., persuasion, negotiation) and problem-solving strategies within academic and professional spaces.</li> <li>10. Engage in sustained interactions that exhibit intercultural awareness and communications in diverse social and learning settings (e.g., classrooms, workplaces, etc.)</li> <li>11. Reflect meaningfully on one's progress in English language learning as part of one's learning journey and career pathways.</li> </ol>	
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**CWC comments and responses:**

- The “Assessment for EAP courses” section states that assessment “should be less than two years old”. Is this a general guideline, or should this be stated more concretely, such as “assessment of language proficiency must have been completed within two years of the course start date”?

*To facilitate placement in the appropriate level EAP classes, recent test scores are needed. Yes, your wording “assessment of language proficiency must be completed within two years of the course start date” is a good suggestion.*

- Duolingo has not been included as an assessment option. Was that intentional, or should it also be listed?

*Yes, the wording is intentional. Prerequisites on course outlines at the Advanced and University Bridge level (such as EAP 074 and EAP 084 include the test scores or course grades listed in the UFV academic calendar for entry-level and degree/diploma post-secondary English language proficiency standards. Duolingo is one of the English language proficiency tests listed there for both entry-level and degree/diploma level English language proficiency. However, EAP course outline pre-requisites at the intermediate and high intermediate levels (50-60) do not mention Duolingo specifically. Concerns about Duolingo have been raised at BCCAT EAL articulation committee over the last several years as Duolingo has no assessment of discourse-level or interactional competence and a lack of authentic tasks, which can hinder appropriate placement. A variety of other options to determine English language proficiency are available.*



# MEMO

**To:** Curtis Magnuson, Chair, FECHD Curriculum Committee  
**From:** Dr. Allyson Jule, Dean, FECHD  
**CC:** Helen Butner (UUP) and Amea Wilbur (ADED)  
**Date:** 2026-01-22  
**Re:** ELS programming + budget

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This memo confirms that I have been in discussions with Helen Butner and Amea Wilbur to discuss renewed programming for English Language Studies to be part of SAILL, commencing August 1, 2026.

The budget for these renewed courses is neutral in that the courses are already on record, and we have a Type B faculty member who can teach these courses (Helen Butner). There is new energy to offer these courses to international students who don't need visas to take language classes that are less than 6 months in duration.

Importantly, the market is newly realized as an investment to off-set the loss of international student tuition that the university is managing. Conversations with various stakeholders bare this out, including UVF International Office that has made the request for such programming to be reinstated.

Conversations with Mark Borsinki in Finance are ongoing. The budget worksheet is forthcoming.

Sincerely,

A handwritten signature in black ink that appears to read "Allyson Jule".

Allyson Jule, PhD  
Dean



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**BUDGETS & RESOURCE  
PLANNING MEMORANDUM**

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**TO:** Allyson Jule, Dean, Faculty of Education, Community, and Human Development

**FROM:** Mark Brosinski, Director, Budgets & Resource Planning

**CC:** Lisa Moy, Associate Dean, Faculty of Education, Community, and Human Development; Chris Campbell, Associate Director, PDQA; Helen Butner, Co-Chair ELS Program Working Group; Amea Wilbur, Co-Chair ELS Program Working Group

**DATE:** November 6, 2025

**RE:** English Language Studies Programs – Budget Evaluation for Senate  
(ELS Intermediate Associate Certificate; ELS Advanced I Associate Certificate; ELS Advanced II Associate Certificate; and ELS University Bridge Associate Certificate)

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The proposed revisions to the associate certificates in the English Language Studies program have been brought forward with condensed course structures reducing the required number of credits from 15 to 9 credits and reducing the number of required courses from 3 to 2. The reduction in number of courses does reduce the delivery cost of students progressing through the different levels.

As Adult Basic Education (ABE) and English Language Learning (ELL) programs are tuition-free for domestic students in British Columbia, the EAP courses do not generate any additional tuition when delivered for domestic students. Provincial grant funding was allocated in lieu of tuition by the province within UFV's block grant funding. This funding is not increased with additional enrolments. As the ELS programming is housed within the UUP department along with ABE programming, any expansion of EAP courses within the base budget would need to come from the current budgeted section allocation of the UUP department.

The ELS program has been successful in applying for and receiving additional one-time grant funding and contract revenue to offer additional sections, with the assistance of the Continuing Education department. This has allowed them to run additional sections on a cost recovery basis as a supplement to training for high demand labour fields in healthcare, early childcare and trades.

With the reduction of course requirements for each certificate, a certificate can be completed within a single semester. This provides opportunities to attract international students or cohorts for international students to come for a short period of study and complete an ESL certificate. For international students that are here for 6 months or less do not require a study permit, so this opens the ELS certificates to a broader market. If there is international student demand for the courses they could be offered on a cost recovery basis with an international enrolment of 11 students minimum.

There are a number of opportunities for the ELS certificates to be offered via one-time funding availability or short stay international student groups that could potentially generate additional funding for the university. Programming outside of base budget would need to be delivered on a cost recovery basis so it is not expected that the reinstatement or the modified ESL certificates would cause a negative budgetary impact.



# MEMO

**To:** David Johnston, Associate Vice President, Enrolment Management and University Registrar  
**From:** David McGuire, Associate Vice President, International  
**CC:** Amanda Grimson, UEC Assistant & Calendar Editor  
**Date:** 2026-01-22  
**Re:** English Upgrading for International Students

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## **Preamble**

UFV's English upgrading programming has a storied past and has enjoyed an intertwined relationship with the activities of UFV International. I am writing here to highlight the areas where UFV International sees the greatest need for this programming in the hopes of getting us back on track toward our long-term SEM goals. Please note that my comments here are limited to programming for students who are assessed international tuition rates, not other students in the community who may be seeking English proficiency upgrading.

## **ELS Certificates**

There are many elements in the proposal that UFV International sees as positive. **Course consolidation** is an attractive element as it suggests that there could be more of an integrated approach to learning. Perhaps a more pragmatic element here is a reduction in credits for students. This will make UFV's offering more attractive from a financial perspective and competitive when considering the competitive nature of alternative English upgrading offerings at private institutions.

In terms of student recruitment, having some certainty around the array of offerings (namely, the **English proficiency levels** to be offered) well in advance is important. To account for the ebbs and flows of international enrolment, the ability to offer multi-level, multi-skill courses would be most attractive as it would offer flexibility during times of low enrolment. This would allow our team and our network of education consultants to recruit in a wider array of regions and confidently convey UFV's English upgrading options to a wider audience.

For the certificates themselves, UFV International staff envision these as being attractive as an **exit credential** for many international students. For students wishing to pursue a diploma or degree at UFV, requiring them to apply for an ELS certificate first and then apply for another diploma or degree program later could be problematic in this current era of visa uncertainty. On the other hand, the

certificates would be very attractive to students who come to UFV solely for the purposes of improving their academic English.

UFV International applauds the ELS Department's approach to revamp current offerings. While we cannot predict the future, having the ability to recruit academically strong students who do not meet the degree/diploma EP requirements and then offering them the ability to upgrade in that area while at UFV is attractive. We look forward to working with the department to ensure this proposed delivery structure is successful.

Thanks very much.



January 8, 2026

Dear Chair, Undergraduate Education Committee and Dr. Allyson Jule, Dean of the Faculty of Education Community, and Human Development,

I am writing in my capacity as the Associate Director of Language Services, Learning & Development at Archway Community Services. In this role, I work closely with adult English language learners and educational partners, and I am writing to express my strong support for the revised English Language Studies (ELS) programming at the University of the Fraser Valley, including the proposed associate certificates at Canadian Language Benchmark (CLB) levels 5 through 8. Despite recent changes in immigration policy, newcomers with significant language needs continue to arrive, highlighting persistent gaps in post-secondary pathways for those in our community and region at CLB levels 5–8.

A significant strength of the revised program is its explicit alignment with the Canadian Language Benchmarks. The CLBs provide a comprehensive, nationally recognized framework for communicative competence across integrated skills, and clearer alignment strengthens the academic integrity of the curriculum. From my experience working with learners and partner organizations, this transparency is essential for supporting accurate placement, meaningful progression, and shared understanding of learner outcomes.

The inclusion of associate certificates at CLB levels below 7–8 is particularly important. Many learners in our community demonstrate strong academic potential but require focused language development before entering higher-level academic coursework. Certificates at CLB 5 and 6 function as clearly articulated pathways into higher-level academic programs, expanding access to post-secondary education while maintaining clear expectations and standards.



The revised associate certificate structure (each consisting of two integrated skills courses) reflects thoughtful curriculum design. The combined-skills approach supports intentional scaffolding, vertical integration of learning outcomes, and sustained engagement with thematic content. From a community perspective, this streamlined structure is also critical as it allows learners balancing work, family, and settlement responsibilities to engage in rigorous academic study in a feasible and clearly sequenced way.

The flexibility embedded in the proposed model further strengthens its academic and community relevance. Students may enter at an appropriate proficiency level, complete one or more associate certificates, and exit or re-enter as their academic or professional goals evolve. This structure aligns well with the realities facing adult learners while preserving academic coherence and progression.

Overall, the revised ELS associate certificates represent a strong, outcomes-based approach to English language programming that responds to both academic standards and demonstrated community need. The proposal supports access, clarity, and learner success and makes a meaningful contribution to post-secondary pathways in our region.

Sincerely,

Paula Mannington  
Associate Director of Language Services, Learning & Development

# English Language Studies

**Note: This program is unavailable until further notice.**

If your first language is not English and you wish to improve your English skills for work and school, you can complete English for Academic Purposes (EAP) courses and short certificate credentials.

The Upgrading and University Preparation Department at UFV offers The English for Academic Purposes (EAP) courses and ELS Associate Certificates to help develop AP courses will help you to improve your English writing, speaking, listening, and reading comprehension skills. You can take EAP courses to help you to feel more confident communicating at work and in the community as well as to reach specific educational or employment goals. The EAP courses and short associate certificate programs provide English-language instruction at Intermediate (EAP 5), High Intermediate (EAP 6), Advanced (EAP7), and University Bridge (EAP 8) levels as well as elective courses with a specific focus, such as Business English EAP 075 English for Business and the Workplace and EAP 065 English Pronunciation.

If you are a student who plans to apply for further university study, you and need to meet UFV's English language proficiency requirements may do so by completing the Advanced courses (EAP 7) for programs requiring Entry-level English proficiency, or the University Bridge level (EAP 8) for entrance into diplomas and degrees. Advanced EAP courses and a limited number of university upgrading and academic courses can be taken simultaneously for those registered in the University Foundation program.

- [Entrance Requirements](#)
- [How to Apply](#)
- [Assessment for EAP courses](#)
- [How to Register for EAP Courses](#)
- [Associate Certificates in English Language Studies](#)

The English Language Studies (ELS) department at UFV offers full-time and part-time classes in the English Language Studies (ELS). This program includes courses to help develop speaking, listening, grammar, vocabulary, reading, and writing skills as well as elective courses with a specific focus such as Business English and Pronunciation. Students can take courses to help feel more

confident communicating at work and in the community as well as to reach specific educational or employment goals. Students who wish to take university-level courses and need to meet UFV's English Language proficiency requirements may do so either by completing upper-level Bridge level ESL or EAP courses for degree level or Advanced Level 2 courses for programs requiring Entry level English proficiency by taking both upper level Upper level EAP courses and a limited number of academic courses can be taken simultaneously for those registered in through the University Foundation program.

Program office: Room A247, Abbotsford campus

Telephone: 604-854-4581

Special programs may be offered at different times.

## Entrance requirements

In order to enroll in EAP courses, students must first be admitted to the university in a program of study.

### Domestic Students

Domestic students (including those with Permanent Residency) who want to take EAP courses will usually apply to Adult Basic Education (ABE).

1. To apply to Adult Basic Education, students should

- Be at least 19 years of age; or
- Have completed a B.C. secondary school graduation diploma or equivalent. See the Admissions section of the academic calendar for more information on Canadian and international equivalents to B.C. secondary school graduation; or
- Be 17 or 18 years of age and out of public school for at least one year.
- Be 17 or 18 years of age and out of public school for at least one year.

Note: EAP courses are designed for students who speak a language other than English as their primary language of communication. A language assessment will be required before enrolling in any EAP course for the first time. A domestic student can apply to Adult Basic Education before completing their language

assessment, but the student should plan to complete their assessment as soon as possible after applying.

See Assessment for EAP Courses, below.

### **International Students**

International students who would like to take EAP courses or associate certificates can apply to the University Foundation program, or to another program for which they are eligible. International students should contact UFV International for more information about program options and requirements.

Students can take courses in the ELS program become an ELS student if they have completed Grade 12 or equivalent, or if they are a minimum of 19 years of age before the first day of classes, and if English is not their primary language of communication. International students should contact UFV International. Classes are normally for intermediate, advanced, and bridge level students only. Beginner students may need special arrangements.

### **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuous application process for more information. ELS-EAP classes usually begin in September, January, and May.

### **How to apply**

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

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

- o Domestic students applying to Adult Basic Education for EAP courses may be asked to provide documentation that shows citizenship or residency status.

2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information by email prior to courses starting.

Domestic students (including Permanent Residents) may be referred to UFV through a partner agency, such as Archway Community Services, which also provides language assessment. Students who would like assistance with assessment, application, and course planning can also contact Upgrading and University Preparation (UUP) at [upgrading@ufv.ca](mailto:upgrading@ufv.ca).

International students apply to the **University Foundation** program, or to another program for which they are eligible. International students should contact **UFV International** for more information about program procedures.

## Basis for admission decision

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

## Assessment for EAP courses

Any student who intends to take an EAP course will need a recent assessment of their English language proficiency. This assessment of language proficiency should be less than two years old. Completing the assessment helps with placement place you in a course level that is comfortable and an appropriate skill level.

Assessment options include, but are not limited to:

- Canadian Language Benchmark Placement Test (CLBPT), This assessment can be completed through Archway Community Services in Abbotsford or Chilliwack Community Services in Chilliwack, the Canadian Language Benchmarks Placement Assessment (CLBPA), or an official copy of a LINC Certificate with the CLB level successfully completed
- IELTS (International English Language Testing System) Academic format
- TOEFL (Test of English as a Foreign Language) IBT
- CAEL (Canadian Academic English Language)
- CEFR (Common European Framework of Reference)
- Accuplacer
- Completion of previous EAP courses at UFV or another BC postsecondary institution

Other assessments may be used to demonstrate English proficiency. Please contact upgrading@ufv.ca if you have completed an English assessment using a different assessment method than one of those listed above has been completed.

### **Intermediate**

<b>Minimum proficiency for entry into course</b>	<b>Courses at this level</b>
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<ul style="list-style-type: none"> <li>CLBPT 5, with no score less than 5</li> <li>IELTS Academic format: 4.5 with no score less than 4</li> <li>TOEFL IBT: 30-36 Overall</li> <li>Or score equivalent to one of the above</li> </ul>	<ul style="list-style-type: none"> <li>EAP 054: Reading and Writing for Academic and Career Success: Intermediate <u>level</u>  <ul style="list-style-type: none"> <li>EAP 056: Speaking and Listening: Intermediate <u>level</u></li> </ul> </li> <li>EAP 065: <u>English</u> Pronunciation (optional elective)</li> </ul>
<b>High Intermediate</b>	
<b>Minimum proficiency for entry into course</b>	<b>Courses at this level</b>
<ul style="list-style-type: none"> <li>CLBPT 6, with no score less than 6</li> <li>IELTS Academic format: 5.0 with no score below 4.5</li> <li>TOEFL IBT: 37 to 55 overall</li> <li>Or score equivalent to one of the above</li> </ul>	<ul style="list-style-type: none"> <li>EAP 064: Reading and Writing for Academic and Career Success: High Intermediate <u>Level</u>  <ul style="list-style-type: none"> <li>EAP 066: Speaking and Listening: High Intermediate <u>Level</u></li> </ul> </li> <li>EAP 065: English Pronunciation (optional elective)</li> </ul>
<b>Advanced</b>	
<b>Minimum proficiency for entry into course</b>	<b>Courses at this level</b>
<ul style="list-style-type: none"> <li>CLBPT 7, with no score less than 7</li> <li>IELTS Academic format: 5.5 with no score lower than 5</li> <li>TOEFL IBT: 51-66 overall</li> <li>Or score equivalent to one of the above</li> </ul>	<ul style="list-style-type: none"> <li>EAP 074: Reading and Writing for Academic and Career Success: Advanced <u>Level</u>  <ul style="list-style-type: none"> <li>EAP 076: Speaking and Listening : Advanced <u>Level</u></li> </ul> </li> <li>EAP 075: <u>Foundations of English for Business and the Workplace</u> (optional elective)</li> </ul>
<b>University Bridge</b>	
<b>Minimum proficiency for entry into course</b>	<b>Courses at this level</b>
<ul style="list-style-type: none"> <li>CLBPT 8, with no score less than 8</li> <li>IELTS Academic format: 6 with no score below 5.5</li> <li>TOEFL IBT: 67-80 overall</li> <li>Or score equivalent to one of the above</li> </ul>	<ul style="list-style-type: none"> <li>EAP 084: Reading and Writing for Academic and Career Success: University Bridge <u>Level</u>  <ul style="list-style-type: none"> <li>EAP 086: Speaking and Listening: University Bridge <u>Level</u></li> </ul> </li> </ul>

A UUP advisor can review a student's your educational background and/or high school transcript to determine let you know if you need to take if an assessment needs to be completed. You can b To book an appointment with a UUP advisor go to at <https://www.ufv.ca/upgrading/appointment/>.

## Register for EAP courses

Before registering for the your first EAP class, a UFV staff or faculty member will review your assessment scores to determine which level of EAP is appropriate for you.

### **Domestic Students**

Domestic students may be enrolled in an EAP class in one of two ways:

- 1) Domestic students may register for an EAP course on their own.
  - a. If this is a student's your first EAP course, the UUP department will need to review your language assessment scores and provide permission for you to take the class.
  - b. If a student has previously completed an EAP course, you can the student can register independently on your own (or with staff assistance) for the next level of EAP in the same skill area. For instance, if you successful completion of + completed EAP 064 (a reading/writing course) with a C- or higher, you can means a student can register for EAP 074.
  - c. Current students may register for their classes through their myUFV account. Each student is assigned a registration date. To learn more about registration, finding your registration time, and the UFV timetable, watch a video tutorial.
- 2) Domestic students may complete their first EAP course as part of a cohort, or group, registration.

EAP courses are frequently offered with the support of a community partner, such as Archway Community Services. Space in these courses is reserved for students who are referred to UFV by one of these agencies. UFV staff register students in the cohort directly into the class. Domestic students who are interested in taking one of these cohort classes should contact upgrading@ufv.ca to inquire about available space and assessment required.

Domestic students who are enrolled in a diploma or degree program at UFV may choose to complete Advanced + EAP (EAP 7 level) or University Bridge EAP (EAP 8 level) courses in addition to their program of study. Students who would like to do so should contact upgrading@ufv.ca to request permission to register for an EAP course. A recent language proficiency assessment may be recommended.

### **International Students**

International students may register into an EAP class in one of two ways:

- 1) UFV International will enroll new international students in EAP classes their first semester at UFV. Registration in specific EAP courses will depend on the student's program of study and their language proficiency assessment scores.
- 2) International students may also register for an EAP course on their own after their first semester of study.
  - a. If you are registering for the your first EAP course, UFV International or the UUP department will need to review the your language assessment scores and provide permission for students you to take the class. Students who should contact upgrading@ufv.ca to request permission to register for the course.
  - b. If students you have previously completed an EAP course, they you can register on their your own (or with staff assistance) for the next level of EAP in the same skill area. For instance, if you successfully completed EAP 074 was successfully completed (a reading/writing course) with a grade of C- or higher, a student you can register for EAP 084.
  - c. Current students may register for their classes through their myUFV account. Each student is assigned a registration date, after which time they can register for the course.

## Fees and additional costs

See the [Fees and Other Costs](#) section. Most EAP courses utilize free online textbooks and readings, but students may be encouraged to purchase Textbooks and other class materials must normally be purchased for each used in a course, and such as school supplies (binders, writing implements) or a headset is required for all courses that meet in a computer lab.s with a lab component. These are available in the UFV bookstore. Please see the [ELS webpage](#) for more information.

Domestic students do not pay tuition for EAP courses, as the province does not charge tuition for courses in Adult Basic Education (including EAP). However, UFV student fees do apply. See the [Fees and Other Costs](#) section. Domestic students can apply for [grants the Adult Upgrading Grant \(AUG\)](#). Students who qualify for this grant can receive funding for their study costs, including [tuition student fees](#) and textbook costs. Applications must be submitted to the [Financial Aid and Awards](#) office at least four weeks before classes start. The [Adult Upgrading Grants Application form](#) must be completed. Book an appointment with a [UFV Financial Aid and Awards Advisor](#) to learn more and receive assistance in submitting the grant application.

International students pay both tuition and student fees for each EAP course. See the **Fees and Other Costs** section, and contact UFV International with questions about fee payment.

## Location

EAP courses are primarily offered in Abbotsford at the Clearbrook Centre campus and at the main UFV campus in Abbotsford (King Road). EAP courses may also be offered in Chilliwack, Mission, and Hope.

Contact Upgrading and University Preparation at [upgrading@ufv.ca](mailto:upgrading@ufv.ca) or consult the website, [www.ufv.ca/els](http://www.ufv.ca/els) for more information on the location and schedule of future EAP course offerings.

## Registration

### Advancement in English Language Studies

Students who obtain a grade of C- or better in an EAP course are eligible to register in EAP courses at the next level. Students can obtain a transcript online at the end of each semester.

Students who complete EAP 074 with a C+ or higher, or EAP 084 with a C- or higher, meet UFV's English Language Proficiency requirement for degree and diploma programs. Students may also begin taking undergraduate courses while in the **University Foundation program**.

After the assessment, applicants pick up their timetables from the ELS office. Applicants will be assigned a time to register. If applicants register after the second week of classes, there is a late registration fee. Please remember to notify the ELSUUP office and the Office of the Registrar of a change of address or phone number.

## Computer laboratory

Certain classes are scheduled in the ELS computer lab (A245) or have an online lab component. Open lab times are available for students who wish to complete homework assignments or use computer software to help them in any skill area in which they need to improve.

## Beginner

## Associate Certificates-English Language Studies Associate Certificate Programs

The ELS programUVF offers four levels of Aassociate Ceertificates in department offers four English language proficiency certificates. Each associate certificate corresponds to a different level of achievement in English proficiency. Students do not need to apply separately for entrance to one of these associate certificate programs.

Qualified sStudents who complete the required courses for an associate certificate want to receive a certificate must apply for the one certificate they wish to receive. Students must achieve a grade of C- or better in each of the listed courses, and must have a minimum GPA of 2.00 on all courses for the associate certificate. Students may apply for more than one associate certificate.

### English Language Studies Intermediate Associate Ceertificate

Course	Title	Credits
EAP 054	Reading and Writing for Academic and Career Success: High Intermediate Level	6
EAP 056	Academic Interactive Communications Speaking and Listening: High Intermediate Level	3
or ESL P45 EAP 065	ESL Pronunciation I English Pronunciation (optional elective)	3
EAP 058	Reading for Academic Success: High Intermediate Level	6

### English Language Studies ELS Advanced I High Intermediate Associate Ceertificate

Course	Title	Credits
EAP 064	Reading and Writing for Academic and Career Success: Advanced High Intermediate Level	6
EAP 066	Academic Interactive Communications Speaking and Listening: Advanced High Intermediate Level	3
EAP 068 EAP 065	Reading for Academic Success: Advanced Level English Pronunciation (optional elective)	6

### English Language Studies ELS-Advanced I Associate Ceertificate

Course	Title	Credits
EAP-070	Reading for Academic Success: University Foundation Level	3
EAP 074	Reading and Writing for Academic and Career Success: University Foundation LevelAdvanced Level	6
EAP 076	Academic Interactive CommunicationsSpeaking and Listening: University FoundationAdvanced Level Level	3
Plus:	An additional 070- or 080-level ESL or EAP course Optional electives are available	3-6

### English Language Studies ELS AcademicUniversity Bridge Associate Ceertificate

Course	Title	Credits
EAP-080	Reading for Academic Success: University Bridge Level	3
EAP 084	Reading and Writing for Academic and Career Success: University Bridge Level	6
EAP 086	Speaking and Listening: University Bridge LevelTwo additional 080-level ESL or EAP courses	63

Note: The ELS department does not issue certificates for work that has been completed at other institutions.

### Program outline

The English Language Studies program at UFV combines in-depth training in core language skills of listening, speaking, reading, and writing in two intensive and six regular levels with a choice of optional electives to suit the individual needs of students. The gradual shift from ELS into academic subjects gives students practical support during this transition and helps them adjust to academic studies.

This approach also helps maximize student success in further academic or career programs by providing students with the opportunity to develop the language and socio-cultural skills required in Canadian universities.

On completion of upper level EAP and ESL Bridge courses (courses at the EAP 084 and EAP 0860 level) students who have applied may receive an associate certificate, and are eligible for entry into academic programs provided they have completed EAP 084 with a C+ and have completed all other course requirements for entry into the program. Students may also begin taking academic courses while taking the final two levels of the ELS program through the University Foundation program.

All reading, writing/vocabulary, writing/grammar, and speaking, and/listening courses are considered "core." All other courses are "electives."

## ELS program outline

Five Two ELS core subjects plus optional electives

<u>Level 050–060</u>	<u>Plus two optional electives:</u> (see Note)
<u>Pre-intermediate to Advanced 1</u>	All ESL or EAP courses
Writing/grammar, reading/vocabulary Speaking/Listening	
<u>Level 070</u>	
<u>Advanced 2</u>	<b>Foundation I</b>
Writing/grammar, reading, and speaking	Depending on GPA All ESL, or one or two non-ESL
<u>Level 080</u>	
<u>Bridge</u>	<b>Foundation II</b>
Writing/grammar and reading Speaking/Listening	Depending on GPA All ESL, or up to three non-ESL

Note: Not all electives are offered every semester. Please check with the ESL UUP department.

Click here for University Foundation certificate details.

## Elective courses

### All levels

Course	Title	Credits
ESL-CMS	Computer Mediated Multiskill Course	3
ESL-MSC	Multi-skill Class for ESL Students	3

ESL-P45	ESL Pronunciation I	3
EAP-055 ESL-P55	ESL Phonics/Spelling	3
ESL-P65 EAP-065	ESL Pronunciation II	3
ESL-DR47	ESL Through Drama (discontinued)	3
ESL-MU47	ESL Through Music (discontinued)	3
ESL-BU55	Intermediate Business English (discontinued)	3
ESL-T85	ESL TOEFL Preparation Bridge I (discontinued)	3
ESL-FLM	ESL Through Film	3

## Levels 070–080

Course	Title	Credits
EAP-075	Foundations of English for Business	3
ESL-T85	ESL TOEFL Preparation Bridge I (discontinued)	3
ESL-FLM	ESL Through Film	3
ESL-L87	ESL Listening Bridge I	3
EAP-076	Academic Interactive Communications: University Foundation Level Advanced Level 2 (this moved to core course)	3
ESL-P55	ESL Phonics/Spelling	3
ESL-P65	ESL Pronunciation II	3

## Grading policy

Students who obtain a grade of C or better in an ELS class course are eligible to register in EAP courses at the next level. Students can obtain a transcript online at the end of each semester. Students who do not attend class regularly or who do not complete the required tests, quizzes, exams, and/or assignments are usually unable to advance to the next 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 may register in no more than 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).

## **Residency requirements**

To be eligible to graduate with an associate certificate, students must complete both courses at UFV.

## **Graduation requirements for associate certificates**

To be eligible to graduate with an associate certificate, students must earn a C- or better in each of the listed courses, and they must have a minimum GPA (grade point average) of 2.00 on all of the courses in the associate certificate.

Students may apply to graduate with more than one associate certificate.

## **Course listings**

For complete details on courses see the **course descriptions** section.

**Memo for Program Changes**

To: UEC

From: Sylvie Murray, Dean, College of Arts

Date: December 10, 2025

**Subject: Program change Bachelor of 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):** Last year, the College of Arts overhauled and updated its criteria for listing courses as options to fulfill BA core competencies. This year, new courses were proposed. 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 update is threefold: (1) to add the newly approved courses to the list of those already recognized as meeting a BA core competency, (2) to remove discontinued courses and those that no longer fulfill the updated criteria, and (3) to relocate several practicum courses from the former Civic Engagement competency category to the Professional Practices competency category.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **No new or substantially changed program outcomes**
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? **No new costs or additional resources are anticipated.**
6. How will students be impacted? (Indicate the projected number of students affected.) Is the change expected to increase/decrease enrolment in the program? **Students will have a greater range of course choices to fulfill their core competency course requirements in some areas.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **None**
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.

We consulted the Faculty of Science, the Faculty of Applied and Technical Studies, and the Faculty of Health Sciences. Each faculty has had the opportunity to review the current list and to propose new courses.

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

**To:** Undergraduate Education Committee (UEC)

**From:** Sylvie Murray, Dean, College of Arts

As Dean of the College of Arts, I confirm that the budgetary implications of the proposed updates to the Bachelor of Arts core competency course list have been reviewed and can be accommodated within existing resources.

The changes involve:

1. Adding newly approved courses to the list of those recognized as meeting BA core competencies;
2. Removing discontinued courses and those that no longer fulfill the updated criteria; and
3. Relocating several practicum courses from the former Civic Engagement competency category to the Professional Practices competency category.

No new programs, credentials, or additional sections are being created as a result of these changes. The courses being added are either already on the timetable or will be offered within existing departmental plans. As such, no incremental instructional costs, new faculty positions, or additional support staff are required.

We have also consulted the Faculty of Science, the Faculty of Applied and Technical Studies, and the Faculty of Health Sciences regarding any potential enrolment impacts on their courses included in the BA core competency list. Each faculty has had the opportunity to review the current list and propose revisions; any anticipated enrolment changes can be accommodated within their existing course offerings and budget envelopes.

In summary, the proposed changes are budget-neutral or budget-positive and will be implemented within the current base budget and approved teaching plans of the College of Arts and the consulted faculties.

**CWC comment and response:**

- Why have the specific MATH courses in the Quantitative Literacy section been selected? Would any 100-level MATH course suffice? MATH 124 and 125 are notable exclusions.

*The College of Arts consulted with the Associate Dean of Science regarding the courses in their areas that would meet the revised criteria for the BA core competencies. Neither MATH 124 nor MATH 125 were proposed as part of the consultation. However, we will review the lists every year and the courses can be proposed for consideration next year.*

**Bachelor of Arts degree****Program requirements**

The BA is divided into four learning areas:

- [Core competencies](#)
- [Second language competency](#)
- [Subject-area specialization](#)
- [General electives](#)

Students design their degree by selecting courses from within these four learning areas to meet the following requirements:

- 120 credits, of which 60 credits must be completed at UFV.
- One major, of which 50% of the upper-level credits must be completed at UFV. (Students may combine their major with another major, or with one or more minors or extended minors.)
- 65 credits in Arts subjects.
- 55 credits in any subject at the university level (100-level and above).
- At least 45 upper-level credits, of which 30 credits must be completed at UFV.

**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](#)

**Note:** *A single course can be used to meet only one core competency requirement. Students may not use the same course to meet multiple requirements.*

**Writing foundation**

One of the following courses, completed within the first 30 credits:

Course	Title	Credits
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CMNS 125	Introduction to Professional Communication	3
ENGL 105	Academic Writing	3
ENGL 091	Provincial-Level English, with an A or better	3
ENGL 099	Pre-University Composition, with an A or better	1.5
<b>or</b>	English Studies 12 or English First Peoples 12 with an A or better	

Note: Students who have taken CMNS 120 prior to Fall 2021 can use that course to satisfy this requirement.

#### Communication

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
AH 100	History of Art and Culture in a Global Context	3
AH 101	Art and Culture in the West to 1400	3
AH 102	Art and Culture in the West from 1400 to the Present	3
AH 204	Indigenous Art of the Northwest Coast	3
<a href="#">CMNS 126</a>	<a href="#">Communicating Visually in Organizations</a>	<a href="#">3</a>
<a href="#">CMNS 175</a>	<a href="#">Writing for the Internet</a>	<a href="#">3</a>
CMNS 235	Public Speaking	3
CMNS 251	Professional Report Writing	3
ENGL 210	The Art of the Essay	3
GD 101	Fundamentals of Design	3
GD 102	History of Graphic Design	3
SOC 254	Writing for Social Sciences	3
THEA 111	Performance Skills for Work and Life	3
THEA 112	Acting Fundamentals	3
VA 113	Introduction to Drawing	3
<a href="#">VA 115</a>	<a href="#">Introductory Studio I: Material Practices</a>	<a href="#">3</a>
<a href="#">VA 116</a>	<a href="#">Intro to Studio II: Space, Form, and Time</a>	<a href="#">3</a>
<b>or</b>	Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN course	2-6

#### Critical thinking

Required course, completed within the first 30 credits:

Course	Title	Credits
PHIL 100	Reasoning: An Introduction to Critical Thinking	3

#### Quantitative literacy

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
ECON 101	Principles of Macroeconomics	3
GEOG 252	Explanation in Geography: Quantitative Methods	4
<a href="#">GEOG 253</a>	<a href="#">Introduction to Geographic Information Systems</a>	<a href="#">4</a>
MATH 105	Math for the Elementary School Teacher	4
MATH 110	Pre-Calculus Math	4
MATH 111	Calculus I	4
MATH 123	Everyday Math and Stats	3
MATH 140	Algebra and Functions for Business	3
MATH 141	Calculus for Business	3
PSYC 110	Applied Statistical Analysis in Psychology	3
STAT 104	Introductory Statistics	4
STAT 106	Statistics I	4

Scientific practice

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
AGRI 123	Horticulture Skills I	3
AGRI 124	Introduction to Horticulture	3
AGRI 129	Horticulture Skills II	3
AGRI 163	Pest Biology and Identification	3
<a href="#">AGRI 204</a>	<a href="#">Introduction to Soils and Soil Fertility</a>	<a href="#">3</a>
<a href="#">AGRI 237</a>	<a href="#">Introduction to the Health of Farm Animals</a>	<a href="#">3</a>
<a href="#">AGRI 238</a>	<a href="#">Equine Production and Management</a>	<a href="#">3</a>
ASTR 101	Solar System and History of Astronomy	3
ASTR 103	Astronomy: The Solar System	4
ASTR 104	Stars, Galaxies, and the Cosmos	4
<a href="#">BIO 105</a>	<a href="#">Human Biology</a>	<a href="#">3</a>
<a href="#">BIO 106</a>	<a href="#">Ecology from an Urban Perspective</a>	<a href="#">4</a>
<a href="#">BIO 111</a>	<a href="#">Introductory Biology I</a>	<a href="#">5</a>
<del>BIO</del>	<del>Any 100-level or higher BIO course</del>	<del>3-8</del>
<del>CHEM</del>	<del>Any 100-level or higher CHEM course</del>	<del>3-6</del>
<a href="#">CHEM 110</a>	<a href="#">Introductory Chemistry</a>	<a href="#">4</a>
<a href="#">CHEM 113</a>	<a href="#">Principles of Chemistry I</a>	<a href="#">5</a>
ENV 111	Environmental Issues and Strategies (formerly GEOG 111)	<a href="#">3</a>
GEOG 103	The Physical Environment	4
GEOG 105	Natural Hazards and Hollywood	3

GEOG 116	Earth Rocks	4
<a href="#">HSC 111</a>	<a href="#">Human Anatomy and Physiology I</a>	4
<a href="#">IPK 477/BIO 477</a>	<a href="#">Traditional Ecological Knowledges</a>	4
KIN 163	Introduction to Exercise Physiology	4
KIN 170	Basic Human Anatomy	4
<a href="#">NURS 105</a>	<a href="#">Professional Nursing: Communication II</a>	3
<a href="#">PHYS</a>	<a href="#">Any 100-level or higher PHYS course</a>	3-5
<a href="#">PHYS 100</a>	<a href="#">Introductory Physics I</a>	4
<a href="#">PHYS 101</a>	<a href="#">Introductory General Physics: Mechanics and Fluids</a>	5
<a href="#">PHYS 105</a>	<a href="#">Heat, Waves, and Optics</a>	5
<a href="#">PHYS 111</a>	<a href="#">Mechanics</a>	5
PSYC 202	Research Methods in Psychology	4

Civic engagement, global citizenship, and pluralism

One of the following courses, completed within the first 60 credits:

Course	Title	Credits
<a href="#">AIS 210</a>	<a href="#">Introduction to Work and Labour Studies</a>	3
ANTH 111	First Nations of British Columbia – Traditional Cultures	3
CMNS 180	Introduction to Intercultural Communication	3
ENGL 228	Indigenous Literature	3
<a href="#">ENV 412</a>	<a href="#">Environmental Practicum (formerly GEOG 412)</a>	4
FILM 211	Film in a Global Age	3
<a href="#">FILM 312</a>	<a href="#">India on Film</a>	3
<a href="#">FILM 313</a>	<a href="#">Indigenous Film</a>	3
FREN 103	French Study Tour	3
<a href="#">FREN 203</a>	<a href="#">Study Tour in French: Language and Culture</a>	3
<a href="#">FREN 245</a>	<a href="#">Cultures of the Francophone World</a>	3
GDS 100	Introduction to Global Development Ideas and Practices (formerly also offered as GEOG 109)	3
<a href="#">GDS204</a>	<a href="#">Development in the African Continent</a>	3
GDS 260	Gender and Global Development	3
<a href="#">GDS 310/GEOG 396/SOC 396</a>	<a href="#">Canada Internship</a>	6
<a href="#">GDS 311/GEOG 398/SOC 398</a>	<a href="#">International Internship</a>	6
<a href="#">GEOG 312</a>	<a href="#">Nature, Power, and Place</a>	4
<a href="#">GEOG 346</a>	<a href="#">Geography of Religion and Peacebuilding (discontinued)</a>	4
HIST 103	Stó:lō History	3

<a href="#">HIST 116</a>	<a href="#">Modern East Asia: From 1600 to Recent Times</a>	3
<a href="#">HIST 161</a>	<a href="#">Aztecs, Mayas, and Spaniards</a>	3
<a href="#">HIST 162</a>	<a href="#">¡Revolución! Politics, Protest, and Culture in Modern Latin American History</a>	3
<a href="#">HIST 205</a>	<a href="#">British Columbia: Pre-Contact to the Present</a>	3
<a href="#">HIST 227</a>	<a href="#">History of Indigenous-Newcomer Relations in Canada</a>	3
<a href="#">HIST 236</a>	<a href="#">Modern Japan: Society and Culture from Samurai to Anime</a>	3
<a href="#">HIST 242</a>	<a href="#">History of the United States since 1865</a>	3
<a href="#">HIST 264</a>	<a href="#">History of India: Akbar to Independence</a>	3
<a href="#">HIST 3960</a>	<a href="#">The History of Residential Schools</a>	4
<a href="#">IPK 386</a>	<a href="#">Braiding Indigenous Knowledges, Practices, and Worldviews</a>	3
<a href="#">IPK 401</a>	<a href="#">Indigenous Worldviews and Spirituality</a>	3
<a href="#">IPK 402</a>	<a href="#">Indigenous Studies Field Work Practicum</a>	3
<a href="#">INNV 200</a>	<a href="#">Applied Innovation and Changemaking</a>	3
<a href="#">JAPN 103</a>	<a href="#">Japanese Study Tour: Language and Culture</a>	3
<a href="#">JAPN 251</a>	<a href="#">Introduction to Japanese Society and Culture</a>	3
<a href="#">LAS 200/ SOC 200</a>	<a href="#">Social Issues in Latin America</a>	3
<a href="#">LING 210</a>	<a href="#">Language, Culture, and Society</a>	3
<a href="#">MAND 210</a>	<a href="#">Chinese Culture and Civilization</a>	3
<a href="#">PACS 100</a>	<a href="#">Introduction to Peace and Conflict Studies</a>	3
<a href="#">PACS 200</a>	<a href="#">Conflict Analysis and Peacebuilding in the Fraser Valley</a>	3
<a href="#">PLAN 400</a>	<a href="#">Practicum in Planning (formerly GEOG 400)</a>	4
<a href="#">PLAN 464/ GD 464</a>	<a href="#">Community Planning and Development: Local Applied Studio (formerly GEOG 464/GD464)</a>	4
<a href="#">PLAN 466/ GD 466</a>	<a href="#">Community Planning and Development: International Studio (formerly GEOG 466/GD 466)</a>	5
<a href="#">POSC 100</a>	<a href="#">Introduction to Politics</a>	3
<a href="#">POSC 110</a>	<a href="#">Introduction to Canadian Politics</a>	3
<a href="#">POSC 120</a>	<a href="#">Ideology and Politics</a>	3
<a href="#">POSC 230</a>	<a href="#">Democracies and Authoritarian Regimes</a>	3
<a href="#">POSC 260</a>	<a href="#">International Relations and Global Politics</a>	3
<a href="#">POSC 297</a>	<a href="#">Introduction to Public Policy</a>	3
<a href="#">SJGS 100</a>	<a href="#">Social Justice for Social Change</a>	3
<a href="#">SJGS 200</a>	<a href="#">Stewardship for Justice and Reconciliation</a>	3
<a href="#">SOC 250</a>	<a href="#">Sociology of Development: The Global South (formerly also offered as GDS 250)</a>	3
<a href="#">SOCA 301</a>	<a href="#">Race, Place, and Space: Creative Tools for Navigating Turbulent Times</a>	3
<a href="#">VA 390</a>	<a href="#">Community Arts Practice</a>	3

**or****An approved, relevant internship, practicum, or study abroad not listed above**

Professional practices

Required course, completed within the first 60 credits:

Course	Title	Credits
AIS 299	Professional Practices I (formerly ARTS 299)	3

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="#">ENV 412</a>	<a href="#">Environmental Practicum (formerly GEOG 412)</a>	<a href="#">4</a>
<a href="#">IPK 402</a>	<a href="#">Indigenous Studies Field Work Practicum</a>	<a href="#">3</a>
HIST 401	Practicum in History	4
<a href="#">PLAN 464/ GD 464</a>	<a href="#">Community Planning and Development: Local Applied Studio (formerly GEOG 464/GD464)</a>	<a href="#">4</a>
<a href="#">PLAN 466/ GD 466</a>	<a href="#">Community Planning and Development: International Studio (formerly GEOG 466/GD 466)</a>	<a href="#">5</a>
PHIL 495	Honours Tutorial	3
PSYC 490	Honours Seminar	3

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.

Second language competency

All BA students will demonstrate competency in a language other than English, equivalent to B.C. secondary school Grade 11. Students meet competency by one of the following:

- Successfully completing any Grade 11 secondary school second language course.
- Successfully completing any language immersion program, such as French Immersion.
- Graduating from a secondary school in which the language of instruction is not English.
- Graduating from a post-secondary institution in which the language of instruction is not English.
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV.

- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher.
- Successfully completing Levels 1, 2, and 3 of American Sign Language (ASL).

Students who have gained second language competency through other means may contact [Modern Languages](#) to inquire about an assessment.

**Note: Students may not use the same course to meet additional requirements such as the second language competency or the personal and social responsibility competencies. Students are welcome to take additional second language courses to meet those requirements.**

**Memo for Program Changes**

To: FECHD Curriculum Committee

From: Christine Nehring, Acting Department Head, Information Studies

Date: February 10, 2025

**Subject: Library and Information Technology Diploma Program Change****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: Calendar copy does not accurately reflect the ability of LIBT students to declare multiple concentrations; “concentrations” changed to “streams”

**2. Rationale for change(s):**

Three possible concentrations are available to LIBT students: Systems Technology, Youth Services, and Records Management. While students do not have to declare a concentration to complete the LIBT diploma, many elect to do so, and several students over the years have chosen to declare multiple concentrations. A search of the department drive revealed numerous mentions of the multiple concentrations option, including a 2017 email from the Instructional Assistant at the time, outlining to a student her options for completing one, two, or all three of the LIBT concentrations. The calendar copy is being revised to reflect what is currently in practice in the department.

Additionally, the UEC Pre-Check Subcommittee recommended changing the term “concentration” as the Credentials policy is under revision and will include a definition of concentrations that these will not meet. Following consultation with PDQA, the department proposes changing the concentrations to “streams”.

**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?

Indigenization and decolonization are a continuous process within the programs offered by Information Studies. Courses foster critical awareness of cultural biases within Euro-centric library structures, systems, and processes and provide an opportunity for students to develop the skills and ethical awareness necessary to support equitable and culturally responsive knowledge organization in libraries and information services.

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?

Students will continue to be able to declare multiple concentrations if they elect to do so, and the calendar copy will now accurately reflect that ability.

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. (E.g., 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

## **Library and Information Technology diploma**

The Library and Information Technology diploma program prepares graduates to work in a wide range of libraries and other information centres. The program is recognized by the [Canadian Library Association](#) (CLA) and was developed according to its *Guidelines for the Education of Library Technicians*. In the workplace, diploma graduates are usually classified as library technicians. They often work under the direct supervision of a professional librarian, archivist, or more senior library technician. Library technicians sometimes supervise the work of clerical staff and other library technicians.

The program includes technical courses and computer labs that help students to develop the complex skills necessary to work in today's libraries and information centres. Students graduate with a diploma in Library and Information Technology and may choose to complete anone or more additional, six-credit concentration streams in Systems Technology, Youth Services, or Records Management.

The most effective library technicians are interested in both books and non-print materials, especially electronic resources accessed via licensed databases and the Internet. They are committed to serving the needs of customers, clients, and patrons who seek accurate and timely information for any purpose. It is essential that technicians possess excellent interpersonal, communications, computer, and information management skills. In addition, they must have an ongoing interest in developing customer service and technology-related skills in order to keep up with changes in the industry and to help further their careers.

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### **Program outline**

The Library and Information Technology program consists of a combination of 20 applied and academic courses (60 credits).

Students in all diploma options are required to take the following 18 courses:

<b>Course</b>	<b>Title</b>	<b>Credits</b>
LIBT 100	Introduction to Libraries	3
LIBT 115	Resource Description and Access I	3
LIBT 120	Collection Services	3
LIBT 130	Introduction to Classification	3
LIBT 135	Subject Cataloguing	3
LIBT 140	Library Public Services	3
LIBT 145	Online Searching	3
LIBT 162	Work Place Site Visits	3
LIBT 200	Information and Society	3
LIBT 205	Library Workplaces	3

LIBT 220	Information Technology in Libraries	3
LIBT 240	Media in Information Centres	3
LIBT 266	Practicum/Capstone Project	3
CIS 110/BUS 160	Computerized Business Applications and MIS	3
CIS 145	Web Publishing	3
Plus:	One LIBT elective (see Note)	3
Any university-level ENGL or CMNS course with a significant writing component chosen in consultation with program advisors (e.g. ENGL 105, CMNS 125)		3
Any university-level course with significant content in general or specific aspects of <b>Canadian</b> history, geography, or culture including but not limited to courses in ANTH, GEOG, SOC, etc. chosen in consultation with program advisors (e.g. HIST 101, GEOG 130); or any university-level course with significant <b>Canadian</b> political, economic, legal, criminological, or governmental content chosen in consultation with program advisors (e.g. POSC 110, CRIM 103)		3

Note: LIBT electives include LIBT 230, 235, 250, 270, 280, 310, 345, and 399.

In addition to the 18 required courses, students must successfully complete two additional courses chosen from LIBT or other university-level course offerings. These courses will be chosen according to each student's career goals.

For specialization, students can select one (or more) of three **concentrationstreams**: Systems Technology, Records Management, or Youth Services.

### Library and Information Technology diploma, no **concentrationstream**

Students graduating with the diploma will be equipped to work in a variety of information centres and libraries depending upon the electives they have chosen.

Course	Title	Credits
Required 18 courses (listed above)		54
Plus:	Any two LIBT or university-level courses chosen in consultation with program advisors (see Note)	6–8

Note: LIBT electives include LIBT 230, 235, 250, 270, 280, 310, 345, and 399.

### Systems Technology **concentrationstream**

This **concentration-stream** allows students to specialize in the organization and provision of information using computer systems. Graduates of this **concentration-stream** will be qualified to work as library technicians with additional responsibilities for supervising the operation of computers and computer networks.

Course	Title	Credits
Required 18 courses (listed above)		54
CIS 190	Systems Hardware Concepts	3
CIS 192	Introduction to Networking	4

**Records Management ~~concentration~~stream**

This ~~concentration~~stream prepares students for additional responsibilities of maintaining records, documents, and archives of any organization. Graduates of this ~~stream~~concentration will be qualified to work as library technicians and with additional responsibilities for maintaining the records and archives of an organization.

Course	Title	Credits
Required 18 courses (listed above)		54
LIBT 250	Records Management	3
LIBT 270	Archival Techniques	3

**Youth Services ~~concentration~~stream**

This ~~stream~~concentration prepares students for work as library technicians with a specialized understanding of information services for youth. Graduates of this ~~stream~~concentration will be qualified to work as library technicians with additional responsibilities for working with children and young adults.

Course	Title	Credits
Required 18 courses (listed above)		54
LIBT 230	Library Services for Children	3
LIBT 235	Library Services for Young Adults	3

**Memo for Program Changes**

To: CACC

From: Andrea Hughes, Psychology

Date: November 12, 2025

**Subject: Program change: Psychology Honours****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 recently increased our prerequisites for PSYC 301 from 9 upper-level to 12 upper-level PSYC credits. This was done to ensure that students were successful in the course. Our honours program entry requirements currently state: Completion of PSYC 301 plus 9 additional upper-level PSYC credits with a minimum GPA of 3.33. Minimum GPA is based on the grades for all 12 credits combined (see Note). This is now at odds with the prerequisites for PSYC 301. To be consistent with the PSYC 301 prerequisites, we would like to change the honours entry requirements to be PSYC 301 and minimum GPA of 3.33 to be calculated on all upper-level PSYC credits.
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 is not expected that this will change enrolment significantly. Many students enter the honours program with 12 upper-level PSYC credits (or more).
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

### **Psychology Honours**

Psychology undergraduate students who have performed at a high level throughout their degree program have the opportunity to augment their education by attaining a Bachelor of Arts Psychology Honours designation.

Students are encouraged to pursue the Psychology Honours program, and as a natural course of study will be expected to have identified and developed a working relationship with a thesis supervisor. Students cannot apply without an advisor.

The BA Psychology Honours should be applied for after students have attained at least 90 credits towards their degree. 120 credits are required for an honours designation.

#### Entrance requirements

1. Completion of 90 credits towards a Bachelor of Arts degree with a minimum CGPA of 3.33.
2. Completion of the first- and second-year requirements for the [Psychology major](#).
3. Completion of PSYC 301 ~~plus 9 additional upper-level PSYC credits with a minimum GPA of 3.33 on all upper-level PSYC credits. Minimum GPA is based on the grades for all 12 credits combined (see Note)~~.
4. Approval and signature of a psychology faculty member willing to supervise the student.

~~Note: Under exceptional circumstances, a student may apply for department approval to be admitted to the Honours program with PSYC 301 as a co-requisite.~~

**Memo for Course Changes**

To: Faculty Council, UEC Chair

From: Chemistry Department head and Department

Date: October 10, 2025

**Subject: Proposal for revision of CHEM 110 Introductory Chemistry**

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

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

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

**2. Rationale for change:**

Minor improvements to the language in the learning outcomes.

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

There are no substantial changes to the learning outcomes.

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

These changes will have no effect on the other departments that require this course.

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

None, due to the minor nature of 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 contributes to indigenizing the academy primarily through curriculum delivery, where several aspects align with Indigenous ways of knowing. The laboratory component emphasizes experiential and hands-on learning, reflecting the importance of ***learning through doing*** and through direct engagement with the natural world. Course topics are introduced with historical and contextual background wherever possible, which follows the principle of ***inherited wisdom***, recognizing that scientific understanding builds upon the knowledge and experiences of those who came before us. ***Community and relational learning*** are fostered through in-class discussions, and also from the labs where students interact and discuss experiments and results with each other. ***Storytelling*** is incorporated by discussing the life and background of key scientists, seeing them as real people who often faced significant challenges.

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

Principles of EDI are primarily instilled in curriculum delivery. It is understood that enrolled students originate from a wide range of socio-economic, educational and personal backgrounds. To ensure students from such diverse backgrounds will receive equal opportunities to excel in the course:

- a) Some course materials (notes, problem sets, assignments, solutions) will be available to students free of charge electronically *via* the current course delivery system
- b) While the textbook and online homework are mandatory, the cost is quite reasonable at \$76. There are also only two low-cost lab materials that students must purchase.
- c) Office hours are flexible for in person or virtual discussions throughout the work week.
- d) An inclusive environment is encouraged when students work together in the lab, or on in-class problems or collaborate during SLG sessions (when available).

**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 text for the course is \$76 and the lab coat and glasses are \$28.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> CHEM 110		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introductory Chemistry <b>Course Short Title:</b> Introductory Chemistry														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Chemistry													
<b>Calendar Description:</b> Principles of chemical kinetics and thermodynamics, redox processes, gas laws, and chemistry of solutions, including solubility and acid-base equilibria.														
<b>Prerequisites (or NONE):</b>	(One of Chemistry 11, Chemistry 12, or CHEM 083) and (one of Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher).													
<b>Corequisites (if applicable, or NONE):</b>	NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every semester</b> 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>
Lecture/seminar	45													
Supervised laboratory hours (science lab)	45													
<b>Total hours</b>	<b>90</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>Yes</b>														
<b>Department approval</b>		<b>Date of meeting:</b> October 10, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> October 31, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

## CHEM 110

## University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**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 properties of solutions.
2. Apply the concepts of chemical equilibrium to problems involving solutions and gases.
3. Describe the properties of acids and bases.
4. Discuss the difference between strong and weak acids and bases.
5. Explain the purpose of the pH scale and use it to classify weak acids and bases.
6. Use concepts of chemical kinetics to describe the rate law of a reaction.
7. Analyze the differences between first-order and second-order chemical reactions in terms of their rate laws and kinetic behavior.
8. Explain the effect of temperature on the rate of a chemical reaction.
9. Explain how energy, enthalpy, and entropy are related.
10. Apply Hess's Law to solve thermochemical problems.
11. Explain the relationships between the simple and the ideal gas laws.
12. Describe oxidation and reduction processes.
13. Perform basic laboratory operations.
14. Demonstrate the practice of laboratory safety.

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

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

**Details:**

Lab grade distribution:

- Pre-lab assignments: 10%
- Report sheets: 45%
- Video technique quizzes: 5%
- Tutorial quizzes: 10%
- Lab exam: 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, labs, group problem-solving 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. Textbook	Tro, N.	Principles of Chemistry	Current
2. Other		UFV Lab Manual for CHEM 110	
3.			

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

Lab coat and safety glasses are required.

**Course Content and Topics****Solutions** (Tro, chapter 4)

Concentration. Dilution. Electrolytes and Nonelectrolytes. Arrhenius theory of electrolytic dissociation. Ionic equations. Solution stoichiometry.

**Gases** (Tro, chapter 5)

Units of pressure. Ideal gas equation. Dalton's Law of partial pressures. Basic principles of Kinetic Molecular Theory of Gases.

**Chemical equilibria** (Tro, chapter 14)

Reversible reactions. Chemical equilibrium. Equilibrium constant. Reaction quotient. Calculation of equilibrium concentrations. Factors that affect chemical equilibrium. Le Châtelier's Principle.

**Solubility** (Tro, chapter 16)

Molecular view of solution process. Enthalpy and entropy of dissolution. Solubility equilibrium. Solubility. Effect of temperature on solubility of solids and gases. Effect of pressure on solubility of gases. Solubility product. Solubility calculations. Common ion effect.

**Acids and Bases** (Tro, chapter 15)

Brønsted-Lowry theory. Conjugate acid-base pairs. Acid-base properties of water. The ion product of water. pH, pOH, and pK<sub>w</sub>. Strong and weak acids and bases. Ionization constants K<sub>a</sub> and K<sub>b</sub>. Relationship between K<sub>a</sub> and K<sub>b</sub>. Acid-base titration. Acid-base properties of salts. Hydrolysis (qualitatively). Buffers.

**Chemical kinetics** (Tro, chapter 13)

Rate of reaction. Rate laws. Rate constant. First- and second-order reactions. Principles of collision theory. Temperature dependence of the rate constant. Activation energy. Arrhenius equation. Multistep processes. Energy profiles for multistep processes. Intermediates. Rate-limiting step. Catalysis. Energy profiles for catalyzed and uncatalyzed reactions.

**Thermodynamics** (Tro, chapter 6)

Energy changes in chemical reactions. Exothermic and endothermic reactions.

Hess' Law. Thermochemical calculations.

Energy and enthalpy. Enthalpy changes in chemical reaction. Standard enthalpy of formation and reaction.

Concept of Entropy.

**Redox reactions** (Tro, chapters 4 and 18)

Oxidation number. Oxidation. Reduction. Half-reactions. Balancing redox reactions (half-reaction method; acidic and basic solutions).

Galvanic cells. Standard reduction potential. Spontaneity of redox processes.

Batteries.

Laboratory experiments will illustrate theoretical material and may include the following experiments:

1. Preparation of solutions
2. Spectrophotometric study of an unknown copper compound
3. Thermochemistry: heats of reaction
4. Chemical equilibrium: equilibrium investigations and Le Châtelier's principle
5. Equilibrium: the determination of K<sub>sp</sub> values
6. Acids, bases, and buffered systems
7. Potentiometric titrations
8. Oxidation-reduction titration
9. Investigation of gas laws
10. Factors affecting reaction rate

**Memo for Course Changes**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for revision of CHEM 114 Principles of Chemistry II***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 changes reflect minor changes to the course delivery.
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): All changes are minor and have no effect on the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These changes are minor and will have no effect on the other departments that require this course as part of the B.Sc..
5. Which program areas have been consulted about the change(s)? None, due to the minor nature of 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 contributes to indigenizing the academy primarily through curriculum delivery, where several aspects align with a number of indigenous ways of knowing. An important part of the course are the labs, where knowledge is gained through *practical applications* and experiential learning. The different topics are usually introduced with some historical background, which follows the principle

of *inherited wisdom*, as in science we continue to learn from the efforts of those who have gone before us. *Community engagement* comes from in-class discussions, and also from the labs where students interact and discuss experiments and results with each other. Finally, some topics are enhanced by discussing the life and background or ideas of key scientists, seeing them as real people who often faced significant challenges. In this way elements of *Storytelling* can be introduced into science with the hope that this will bring additional interest and insight to a topic.

7.

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

- a) Some course materials (notes, problem sets, assignments, solutions) will be available to students free of charge electronically *via* the current course delivery system
- b) While the course textbook and online homework are mandatory, the cost is quite reasonable, in the range of \$90 for both 113 and 114. There are also a few low-cost lab materials that students must purchase.
- c) Office hours are flexible for in person or virtual discussions throughout the work week.

An inclusive environment will be encouraged when students work together in the lab, or on in-class problems or collaborate during SLG sessions (when available).

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 text for both CHEM 113 and 114 is \$90, plus lab materials for \$31, and lab coat/glasses for \$28.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> CHEM 114		<b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Principles of Chemistry II <b>Course Short Title:</b> Principles of Chemistry II														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Chemistry													
<b>Calendar Description:</b> Topics include chemical thermodynamics and kinetics, aqueous equilibria, and the reactivity of organic molecules.														
<b>Prerequisites (or NONE):</b>	CHEM 113.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>CHEM 112</b> Cross-listed with: Equivalent course(s): <b>CHEM 112</b> <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td>12</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><b>Total hours</b></td> <td><b>102</b></td> </tr> </table>			Lecture/seminar	45	Tutorials/workshops	12	Supervised laboratory hours (science lab)	45					<b>Total hours</b>	<b>102</b>
Lecture/seminar	45													
Tutorials/workshops	12													
Supervised laboratory hours (science lab)	45													
<b>Total hours</b>	<b>102</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>Yes</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.												
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>	<b>Date of meeting:</b> June 6, 2025													
<b>Faculty Council approval</b>	<b>Date of meeting:</b> October 31, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> January 30, 2026													

## CHEM 114

## 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. Define the basic terminology, conventions, and laws of thermodynamics.
2. Explain concepts of enthalpy, entropy, and free energy, and how they relate to spontaneity and equilibrium.
3. Apply thermodynamic principles to solve problems involving simple chemical and physical systems.
4. Describe the properties and theories of acids and bases, and solve quantitative problems related to acid/base equilibria.
5. Explain the basic terminology and concepts of chemical kinetics.
6. Derive rate laws and apply them quantitatively to solve problems in chemical kinetics.
7. Explain and predict the kinetics, mechanisms, and stereochemical outcomes of organic substitution reactions.
8. Exhibit safe handling and disposal of chemicals.
9. Write formal chemistry laboratory reports.
10. Use basic chemical equipment and techniques to measure or analyze acid dissociation constants, thermodynamic values, partition coefficients, kinetic rate constants, rate orders, equilibrium constants and solution concentrations.

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

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

**Details:****NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, labs, group problem-solving sessions, computer-based problem solving.

**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	John A. Olmsted, Gregory M. Williams, Robert C. Burk.	Chemistry: 4 <sup>th</sup> Canadian Edition	2020
2. Other	Fritzke, G., Webb, J.	Chemistry 114 Lab Manual	
3. Online resource	Macmillan Learning Achieve		

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

Lab coat and safety glasses required.

**Course Content and Topics**

1. Principles of thermodynamics. Thermodynamic terminology and definitions. Gas Laws. Heat, work, enthalpy and the First Law of Thermodynamics. Entropy and the Second law of Thermodynamics. Gibbs free energy and the relationship to spontaneity and equilibrium. Application of these principles to problems involving physical and chemical systems.
2. Equilibria. Thermodynamics of aqueous equilibria, Le Châtelier's principle, and relationship to kinetics. Solubility equilibria. Brønsted Lowry and Lewis theories of acids and bases. Weak and strong acids, monoprotic and polyprotic acids, buffers, and titrations.
3. Chemical Kinetics. Concepts of reaction order and molecularity, elementary reaction steps, reaction mechanisms, rate-limiting steps, transition states and reaction coordinate diagrams. Derivation of zeroth, first, and second order rate laws and their application to chemical reactions. The effect of temperature on reaction rates.
4. Organic Chemistry. Introduction to organic reactivity through the study of nucleophilic substitution reactions of alkyl halides. Properties, kinetics, and mechanisms of SN1 and SN2 reactions of alkyl halides. Effect on substitution reaction rates of the properties of the nucleophile, leaving group, solvent, and substrate structure. Stereochemical outcomes of substitution mechanisms.

**Laboratory content:**

1. Determination of sodium, calcium and magnesium ions in a sample of seawater
2. Chemical Equilibrium: Reversible reactions and chemical equilibrium
3. Determination of an equilibrium constant
4. Potentiometric acid-base titrations and identification of a weak acid
5. Investigation of buffer systems
6. Thermodynamics: The entropy and enthalpy of solution for potassium hydrogen tartrate in water
7. Rates of Chemical Reactions: The iodination of acetone
8. Determination of the Universal Gas Constant
9. Preparation and analysis of benzoic acid
10. Extraction: The determination of a partition coefficient

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Dr. Mariana Toniolo Barrios

Date: October 16, 2025

**Subject: Proposal for revision of BUS 203: Organizational Behaviour**

*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 revised

2. Rationale for change identified above:

**The pre-requisites were changed to reduce the minimum number of credits required in Criminology, Psychology, or Sociology to enrol in BUS 203. This change aims to increase student access to BUS 203. The proposed pre-requisites are as flexible as possible to facilitate student access to BUS 203, while being the minimum required for student success in the course.**

**The second sentence of the calendar description was removed based on feedback from the UEC Pre-Subcommittee, as it was deemed redundant.**

**No other changes have been made to the OCO that was approved in February 2025.**

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 \(ILOs\):](#)
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
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 \(UNDRIP\)](#).
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
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):



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2031  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 203	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Organizational Behaviour <b>Course Short Title:</b> Organizational Behaviour													
Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business												
<b>Calendar Description:</b> <p>Emphasizing the human side of organizations, this course consists of a general overview of the basic concepts and theories of the behavior of individuals and groups in organizations. Students will also be introduced to Indigenous perspectives on work and comparisons to human behavior in international organizations.</p>													
Prerequisites (or NONE):	One of BUS 100, AGRI 142, or 9 credits of CRIM, PSYC, or SOC.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every semester</b></p> <p>Maximum enrolment (for information only): <b>36</b></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</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	Tutorials/workshops	25							<b>Total hours</b>	<b>45</b>
Lecture/seminar	20												
Tutorials/workshops	25												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> 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> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>													
<b>Faculty Council approval</b>													
<b>Undergraduate Education Committee (UEC) approval</b>													

**Learning Outcomes**

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

1. Apply concepts, theories, and models that deal with human behavior in organizations, including international and Indigenous organizations.
2. Identify barriers to effective decision-making processes.
3. Explain the relationship between personality, values, and job-person matching.
4. Describe values across different cultures and provide examples of Indigenous values.
5. Evaluate the advantages and disadvantages of teamwork in organizations.
6. Explain the sources of power in organizations and their impact on individual and team performance.
7. Explain common conflict-handling styles and why the preferred conflict-handling style varies from one culture to another.
8. Describe various leadership styles and their influence in an organizational setting.
9. Determine what an organizational culture entails and how organizations need to undergo the change process.

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

Final exam:	25%	Assignments:	50%	
Quizzes/tests:	25%			

**Details:** Assignments consist of an individual assignment, a team assignment, and class participation.

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

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

Lecture, discussion, case analysis, and problem solving.

**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	McShane, S. L., Steen, S. L., & Tasa, K.	Canadian Organizational Behaviour	current
2. Indigenous knowledge	Thunderbird Partnership Foundation	<i>Indigenous wellness framework reference guide</i> . National Native Addictions Partnership Foundation. Retrieved from: <a href="https://www.thunderbirdpf.org/IWF">https://www.thunderbirdpf.org/IWF</a>	2020
3. Online resource	Government of Canada	Detailed company search - Indigenous Business Directory. Retrieved from: <a href="https://www.sac-isc.gc.ca/rea-ibd">https://www.sac-isc.gc.ca/rea-ibd</a>	
4.			
5.			

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

n/a

**Course Content and Topics**

## Module One: Individual performance

- Individual behaviour, values, and personality
- Perception and learning in organizations
- Workplace emotions, attitudes, and motivation
- Applied performance practices, work-related stress and stress management
- Test and assignments (LO 1 – 4)

## Module Two: Team performance

- Foundation of team dynamics
- Decision making and creativity
- Developing high performance teams
- Communicating in teams and organizations
- Final exam and assignments (LO 5)

## Module Three: Organizational performance

- Power and influence in the workplace
- Conflict and negotiation
- Leadership in organizational settings
- Organizational change
- Final exam and assignments (LO 6 – 9)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Kim Milnes

Date: September 8, 2025

**Subject: Proposal for revision of BUS 440 Strategic Information Systems 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: Name change

2. Rationale for change: This course is long overdue for a six-year review. This review has given us the opportunity to look at the nature of the course to ensure it still meets the needs of students in a fast-paced world of information technology but also to consider how the course can support Indigenizing our curriculum and meeting our newly adopted Institutional Learning outcomes.

The previous OCO specified outdated technology which needed to be addressed.

The name of the course was confusing to students. There is an defined area in Business studies called Management Information Systems so the name of this course better reflects the nature of the course and the area of study.

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 \(ILOs\):](#)

Institutional Learning Outcomes	Course Learning Outcomes
1. Apply Knowledge and Competencies Proficiently: Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions	LO1 -LO8 are directly related to developing knowledge, skills and competencies LO9 relates to legal and ethical considerations

and cultural protocols for published, confidential, and/or proprietary information. Learners demonstrate technical proficiency and effectively apply knowledge in a variety of situations.	
2. Examine Critically and Holistically: Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.	LO 10 requires students to apply their learning using critical thinking to the unique circumstances of a business and propose solutions
3. Communicate Effectively: Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.	LO 10 will require students to work collaborative and communicate strategy to an organization.
4. Lead Collaboratively: Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.	LO 10 will require students will not only need to collaborate as a team but also to collaborate with their client organization
5. Engage with Indigenous Knowledge Systems: Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.	LO1 will ask students to consider the impact of technology using a Two Eyed Seeing approach LO4 and LO9 will expect students to reflect on growing concerns about data privacy and the legal and ethical use of digital data for all communities with an emphasis on The First Nations principles of <b>OCAP</b> establish how First Nations' data and information will be collected, protected, used, or shared.
7. Advocate for Equity, Diversity, and Inclusion: Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and community spaces. They develop and apply strategies that promote positive change in society.	LO1 and LO9 ask students consider impacts of technology on a variety of communities and society at large

<p>8. Engage in Reflection for Action: Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.</p>	<p>L010 expect students to reflect on their learning and work independently to apply their learnings in a real world setting.</p>
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4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not required outside the School of Business program

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

None

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

Students will be asked to look at the application of technology and knowledge sharing considering a Two Eyed Seeing approach where the Indigenous and Western values are applied including consideration of sustainable technology (green computing), considering Indigenous data sovereignty, and ethical thinking (e.g. AI system should consider both algorithmic fairness (Western) and cultural safety for Indigenous users (Indigenous)).

Students will also be taught considerations for privacy and ethical use of information with specific emphasis on The First Nations principles of **OCAP** (Ownership, Control, Access, Possession) establish how First Nations' data and information will be collected, protected, used, or shared

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

Students will be asked to consider technology impacts on a variety of communities and users. Ethics, security and privacy considerations will need to think about all characteristics of systems users and including consumers.

The choice of resources used in the course should consider the accessibility needs of students.

Students will work in teams of students with different backgrounds in a variety of assignments.

The client project will require students to work with client organizations who owners and customers can be from diverse communities. Students are encouraged to work with not-for-project client organizations which will expose them to diverse corporate goals and 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.)

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

\$180 includes the text + simulation



ORIGINAL COURSE IMPLEMENTATION DATE:

October 1996

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 2032

Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 440	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
Course Full Title: Strategic Information Systems Management													
Course Short Title:													
Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business												
<b>Calendar Description:</b> <p>The ability to adapt and take advantage of rapidly changing information systems is one of the drivers of business success. In this course, students will learn how companies react to ever-changing technology and learn how to think strategically about applying technology and information.</p>													
Prerequisites (or NONE):	45 university-level credits including BUS 100 and one of BUS 160, CIS 110, or COMP 125.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number:  Cross-listed with:  Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Winter only</b></p> <p>Maximum enrolment (for information only): <b>25</b></p>													
<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>
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Supervised laboratory hours (computer lab)	15												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
<b>Department approval</b>													
<b>Faculty Council approval</b>													
<b>Undergraduate Education Committee (UEC) approval</b>													

**Learning Outcomes**

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

1. Critique the impact of technology on business processes, individuals, workgroups, organizations, and society applying a Two Eyed Seeing perspective including Indigenous protocols for knowledge sharing and respecting community data governance.
2. Outline how information technology can be used to design competitive and/or effective organizations.
3. Evaluate an organization's operations, identify opportunities for information technology applications, and assist in developing systems that support corporate strategies.
4. Evaluate how data is captured, organized, and managed with attention to OCAP® principles (Ownership, Control, Access, and Possession) for Indigenous communities.
5. Compare different technologies, techniques, and infrastructure used to support business decision making.
6. Evaluate strategies for utilizing emerging technologies (examples include artificial intelligence and machine learning, quantum computing, and extended reality).
7. Compare different methodologies for information system development and implementation.
8. Interpret how various information systems are designed to support the decision-making process for business managers.
9. Explain the value and importance of ethics, sustainability, security, and privacy in the application of technology in today's world.
10. Analyze the use, application, and effectiveness of information systems in an organization.

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

Final exam:	20%	Assignments:	50%	
Quizzes/tests:	30%			

**Details:**

Quizzes/Tests: 20% midterm, 10% weekly quizzes

Assignments: 25% assignment, 15% final project, 10% class participation/discussion

**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, readings, online videos, and hands-on practice

**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	Gallaugher, J	Information Systems A Manager's Guide to Harnessing Technology	Current
2. Article	Bartlett, C & Marshall, M & Marshall, A	Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing	2012
3.			
4.			
5.			

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

Internet access.

**Course Content and Topics**

Module One: Strategy and technology

- Competitive advantage
- Efficiency and effectiveness
- IT infrastructure components
- IT concepts (e.g. Moore's law, network effect)

Module Two: Value of data in decision making

- Corporate data
- Customer created data/social media
- Machine data
- Data governance

Module Three: Enterprise systems

- Large business
- Small business
- Customer relationship and contact management
- Supply chain management
- Online selling and marketing

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**Module Four: Ethics and technology**

- Ethics
- Sustainability
- Security
- Privacy

**Module Five: Developing/implementing systems**

- Technology planning
- In-house development vs off the shelf
- Design methodologies
- Project management

**Module Six: Impacts of new technology**

- Opportunities
- Challenges

**Module Seven: Sharing economy**

Mid-term exam (LO 1–4)

Assignments (LO1-9)

Project (LO 10)

Final exam (LO 5–9)

**Memo for New Course**

To: CACC, UEC  
From: Samantha Hannah  
Date: November 13, 2025

**Subject: Proposal for new course CMNS 381 Advanced Intercultural 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):

Intercultural communication is an expanding topic in the field of professional communication. We recently ran this course as a special topics for part of a COIL (Collaborative Online International Learning) project, and it was very successful. We also plan to add CMNS 381 as an option for upper-level CMNS major and minor students, and we are including it as a required course in the Digital Communication and Promotion post-baccalaureate diploma. In the future, we may consider developing an intercultural communication associate certificate, an advanced intercultural competence associate certificate (to complement the Intercultural Essentials associate certificate), or a summer institute to complement this credential as well.

*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 \(ILOs\)](#):

This course's outcomes contribute to students' ability to meet the following Communication major program learning outcomes:

- Apply effective and professional communication skills to interpersonal, team, organizational, and culturally diverse contexts.
- Work effectively with peers and mentors in community settings through work-integrated learning.
- Adapt and respond strategically to the rapidly changing and dynamic communication situations of industry, business, and community sectors.
- Apply ethical principles of accuracy, credibility, fairness, transparency, accountability, and personal integrity to all communication activities and practices.
- Build relationships with communities and businesses in the region through experiential learning.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **This course is not currently required by any programs beyond those offered by the School of Communication.**

4. Which program areas have been consulted about the course? Consultations with SCMS are underway in case this course is of use to any of its programs.
5. If a new discipline designation is required, explain why: n/a
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course has an explicit focus on intercultural communication, which necessitates students engage with Indigenization and decolonization in their professional practice. Most of the course outcomes will apply to Indigenous contexts, both local and global, and will bring in multiple examples from these. In addition, one of the outcomes explicitly identifies the connection to Indigenization: "Negotiate what it means to be engaged in an Indigenized; equity, diversity, and inclusion-based career 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 has an explicit focus on exploring equity, diversity, and inclusion, as represented in the calendar description and course outcomes. Assignments will require students to reflect on and engage with communication theories and practices that foster ethical and equitable approaches to diversity in professional settings. For example, student are asked to reflect on the application of intercultural theories and to participate in a community-based project that promotes inclusive 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: \$100 maximum for textbooks



ORIGINAL COURSE IMPLEMENTATION DATE: September 2026  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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: CMNS 381	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Advanced Intercultural Communication <b>Course Short Title:</b> Advanced Intercultural Comm	
Faculty: Faculty of Humanities	Department/School: School of Communication
<b>Calendar Description:</b> <p>Students apply intercultural communication concepts to specific contexts (i.e., workplace, social systems, community development, etc.) and investigate theories that consider worldview similarities and differences among cultures. Course participants practice intercultural skills, focusing on equity, inclusion, and ethical communication. This course prepares students to communicate effectively in diverse settings and make a positive social impact.</p>	
<p>Note: Students with credit for CMNS 399H cannot take this course for further credit.</p>	
Prerequisites (or NONE):	45 university-level credits including CMNS 180
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>CMNS 399H</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>28</b>
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Department approval	Date of meeting: November 21, 2025
Faculty Council approval	Date of meeting: December 5, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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. Reflect on key intercultural communication theories during and after the process of applying them in specific contexts.
2. Explain the impact of worldview on communication interactions, including role, context and communication expectations and preferences.
3. Analyze the complexity of multiculturalism, politics, power and privileges.
4. Investigate the impact of divergent ethical and spiritual beliefs on public and private discourse.
5. Apply intercultural communication concepts to a variety of specialized contexts.
6. Engage in respectful intercultural dialogue.
7. Negotiate what it means to be engaged in an Indigenized; equity, diversity, and inclusion-based career practice.
8. Engage in high-impact, inclusive communication strategies through a community-based project.

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

Assignments:	70%	%	%
Project:	30%	%	%

**Details:**

Essay: 30%  
 Reflection papers: 20%  
 In-class activities: 20%  
 Project: 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	Ruha, B.	Race after technology: Abolitionist tools for the new Jim Code. Wiley.	2019
2. Textbook	Sorrels, K.	Intercultural communication: Globalization and social justice. 3 <sup>rd</sup> edition.	2022
3. OER	Mignone, J.	Social capital in First Nations communities. <a href="http://thompsonbooks.com/wp-content/uploads/2020/02/APR_Vol_2Ch6.pdf">http://thompsonbooks.com/wp-content/uploads/2020/02/APR_Vol_2Ch6.pdf</a>	2020
4. Textbook	Ibelema, M.	Cultural chauvinism: Intercultural communication and the politics of superiority	2021
5.			

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

- Review of history and major concepts in intercultural communication
- Contextual impacts on intercultural dynamics (i.e. individual, family, small group, community, workplace, etc.)
- Implications of colonization and globalization for intercultural communication
- Indigenization and intercultural communication
- Power, equity, diversity, and inclusion
- Intercultural competency skills and training in contexts
- Media and digital platforms influence on intercultural narratives and representation
- Ethics in intercultural communication research, collaboration, and advocacy
- Community-based project in intercultural communication

**Memo for Course Changes**

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

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 5, 2025

**Subject: Proposal for revision of CRIM 215 (Theory and Practice of Restorative Justice)**

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

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

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

2. Rationale for change:

As part of its six-year review, minor changes have been made to the learning outcomes, texts and resource materials, and evaluation methods to update the course. The change to the pre-requisites of 9 university-level credits is to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills.

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

The learning outcomes have not been substantially changed. The language has been updated to better reflect the course outcomes and attention has been made to ensure alignment with course content on the topic of Indigenization. The revised learning outcomes continue to meet the following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; understand the history, current trends, and reforms in criminology, law, and/or criminal justice; use critical and creative thinking to

identify, define, and solve problems, their causes, and examine and evaluate solutions; possess the knowledge and skills necessary for employment in and out of the criminal justice system; practice principles of equity, diversity, and inclusion when working with others; be aware of and respect different intellectual philosophies, and diverse identities, cultures, and approaches to justice with a focus on Indigenous Peoples and decolonization; possess the knowledge and skills to act ethically and equitably. The updated learning outcomes continue to meet the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; engage with Indigenous knowledge systems; advocate for equity, diversity, and inclusion; engage in reflection for action.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
In addition to aligning the learning outcome and course content on Indigenous Peoples, the foundations of restorative justice are grounded in Indigenous Peoples perspectives and this is how the course is structured in terms of seating and class activities (e.g., circle sharing). An additional suggested reading focused on Indigenous Courts and Sentencing Circles has been included.
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 examining the use of restorative justice practices with vulnerable groups, such as youth and Indigenous Peoples, classroom activities are structured with EDI principles in mind, such as developing a class charter and small group exercises that create a safe space for sharing. There is also a diversity of evaluation components, such as critical reflection exercises and self-assessments.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$50 to \$100.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2005  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2032  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 215	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Theory and Practice of Restorative Justice <b>Course Short Title:</b> Restorative Justice	
Faculty: Faculty of Social Sciences	Department/School: Criminology and Criminal Justice
<b>Calendar Description:</b> <p>Discusses theoretical, historical, and philosophical perspectives on restorative justice, and the foundational principles and values of restorative justice as a response to crime and violence distinct from traditional methods within the criminal justice system. Processes and program models will be examined.</p>	
Prerequisites (or NONE):	None. <small>Note: As of January 2027, prerequisites will change to 9 university-level credits.</small>
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <small>(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.)</small>	
<b>Course Details</b> Special Topics course: <b>No</b> <small>(If yes, the course will be offered under different letter designations representing different topics.)</small> Directed Study course: <b>No</b> <small>(See <a href="#">policy 207</a> for more information.)</small> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> <small>(If yes, fill in <a href="#">transfer credit form</a>.)</small> Submit outline for (re)articulation: <b>Yes</b>	
<b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> November 5, 2025</span> <b>Faculty Council approval</b> <span style="float: right;"><b>Date of meeting:</b> December 5, 2025</span> <b>Undergraduate Education Committee (UEC) approval</b> <span style="float: right;"><b>Date of meeting:</b> January 30, 2026</span>	

**Learning Outcomes**

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

1. Analyze the historical context for restorative justice from a variety of cultural and philosophical perspectives.
2. Describe a variety of theoretical constructs in support of and critical of restorative justice.
3. Articulate the impacts of victimization and the needs of victims following criminal acts.
4. Identify the factors leading to offending behaviour and the connection between responsibility and accountability.
5. Explain the importance of building community capacity to develop restorative justice programs.
6. Analyze the variety of restorative practices and their applications.
7. Describe the role and possibilities for restorative justice within criminal justice systems, specifically as it relates to the Youth Criminal Justice Act, Indigenous Peoples, and other racialized and marginalized groups.
8. Explain a variety of ways for developing and maintaining restorative justice programs within the community and school settings.

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

Quizzes/tests:	40%	%	%
Assignments:	60%	%	%

**Details:**

Assignments may include in-class small group discussions, critical reflection assignments, presentations, and self-assessment exercises.

**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 discussion.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Johnstone, G.	Restorative Justice: Ideas, Values, and Debates (Routledge)	2011
2. Textbook	Woolford, A., & Nelund, A.	The Politics of Restorative Justice: A Critical Introduction (Fernwood)	2019
3. Textbook	Zehr, H.	The Little Book of Restorative Justice	2015
4. Textbook	Elliott, E.M.	Security with Care: Restorative Justice and Healthy Communities (Fernwood Books)	2011
5. Textbook	Milward, D., & Rudin, J.	Chapter 9: Indigenous Courts and Sentencing Circles in Indigenous Law and Canadian Criminal Justice (Emond Montgomery Publications Ltd)	2025

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

- What is restorative justice
- History of restorative justice
- Theories of restorative justice
- Restorative justice approaches
- Restorative justice in the Criminal Code of Canada and the Youth Criminal Justice Act
- Indigenous Peoples and restorative justice in Canada
- Restorative justice as a process for responding to racialized and marginalized groups
- Actors in restorative justice
- Restorative justice, race, and gender
- Individual and collective dimensions of restorative justice
- Restorative justice and transitional justice
- Critiques of restorative justice
- The politics of restorative justice

**Memo for Course Changes**

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

From: Kim Polowek, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 5, 2025

**Subject: Course Revision of CRIM 220 (Research Methods in Criminology)**

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

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

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

2. Rationale for change: As part of its six-year review, minor edits have been made to the calendar description to tidy up language and revisions have been made to the learning outcomes to better reflect the purpose and focus of the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): There are no substantial changes to the learning outcomes. Revisions have been made to better reflect the purpose of the course and an additional learning outcome has been added that focuses on Indigenous research methods. The revised learning outcomes continue to meet the following program learning outcomes: assess the credibility of and apply academic and scholarly information from diverse sources; competently use software and analytical tools common to criminology, law, and/or criminal justice; understand and apply diverse knowledge and research methods in social sciences to conduct and evaluate research, and communicate findings; possess the knowledge and skills to act ethically and equitably. These learning outcomes also continue to meet the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; engage with Indigenous knowledge systems.

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
In addition to a specific learning outcome focused on Indigenous research methods, throughout the course, students are asked to critically evaluate different research methods and their implications for community-engaged research. Instructors also use a variety of assessment methods, such as presentations and research proposals.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In addition to a learning outcome focused on ethical community-engaged research, throughout the course, students are exposed to the effects of various research methods on different groups and populations, and the importance of equity and inclusion in the context of participatory action research.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$150 to \$250.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> CRIM 220		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Research Methods in Criminology <b>Course Short Title:</b> Research Methods														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department/School:</b> Criminology and Criminal Justice													
<b>Calendar Description:</b> <p>An introduction to criminological research to develop research and analytical skills by focusing on theories of inquiry, conceptualizing core research questions, identifying ethical considerations, and designing methods for hypothesis testing and data collection using qualitative and quantitative methods.</p>														
<b>Prerequisites (or NONE):</b>	CRIM 100 and one of the following: CRIM 104, CRIM 105, PSYC 101, PSYC 102, or SOC 101.													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> 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>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b>		<b>Date of meeting:</b> November 5, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 5, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

**Learning Outcomes**

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

1. Generate a realistic research question or hypothesis that applies theoretical principles.
2. Apply principles of research ethics, including informed consent, confidentiality, and responsible data management.
3. Synthesize prior research on a selected research problem in a literature review using appropriate format and style conventions.
4. Develop empirical indicators for concepts at the nominal, ordinal, interval, and ratio levels of measurement.
5. Articulate the strengths and weaknesses of various research methods, including qualitative and quantitative approaches.
6. Explain Indigenous research methods and their contributions to ethical, community-engaged research.
7. Describe the merit of knowledge translation and knowledge exchange techniques in conveying "evidence" to decision and policy makers.
8. Design a research proposal that addresses methodology, ethical considerations, and data collection strategies.

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

Final exam:	30%	Assignments:	45%	Quizzes/tests:	25%
	%		%		%

**Details:**

Assignments may include completion of the TCPS 2 ethics tutorial, a literature review, research proposal, and presentations.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, group and individual projects.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Dantzker, M.L., & Hunter, R.D.	Research Methods for Criminology and Criminal Justice, Jones and Bartlett Learning	2022
2. Textbook	Bachman, R.D., & Schutt, R.K.	The Practice of Research in Criminology and Criminal Justice, Sage Publications	2023
3. Textbook	Maxfield, M.G., Babbie, E.R., & Schuck, A. M.	Research Methods for Criminal Justice and Criminology, Cengage	2025
4. Textbook	Rennison, C.M., & Hart, T.C.	Research Methods in Criminal Justice and Criminology, Sage Publications	2022
5. Textbook	Smith, L.T.	Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books	2012

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

- Everyone can be a researcher
- The history of scientific inquiry
- Experimental designs
- The role of research in the social sciences, ethical considerations in research
- Examples of classic research in criminology
- Sampling
- Surveys and questionnaires
- Document and content analysis
- Field research
- Interviewing
- Indigenous research methods
- Community-engaged research and participatory action research
- Strengths and limitations of quantitative and qualitative research methods

**Memo for Course Changes**

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

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 4, 2025

**Subject: Proposal for revision of CRIM 402 (Mental Disorder and Crime)**

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

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

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

2. Rationale for change:

As part of its six-year review, minor edits to the calendar description have been made to clean up language. The learning outcomes have been updated to better reflect the current research and relevant course content, and to address issues related to Indigenization and equity, diversity, and inclusion. The pre-requisites of 9 credits of 100- or 200-level CRIM have been removed as these are not necessary for successful completion of the course.

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

The learning outcomes have been updated to better articulate the knowledge and skills that students will gain. In addition, revisions have been made to better address Indigenization and equity, diversity, and inclusion. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions; possess the knowledge and skills to act ethically and equitably; and apply criminological, legal, and/or criminal justice knowledge and skills to develop evidence-based, ethical, and effective strategies to address criminal justice system challenges locally and/or internationally. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
In addition to including a specific learning outcome and additional readings, course content will require students to critically evaluate how mental disorder diagnoses, assessment methods, and intervention strategies operate among Indigenous populations. As part of assignments whereby students propose policies and practices for responding to mentally disordered offenders, they will be required to examine the influence and impacts of identity and cultural practices.
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 including a specific learning outcome focused on vulnerable populations and racialized groups, course content will require students to evaluate whether police, court, and correctional responses to mentally disordered individuals integrate principles of equity, diversity, and inclusion. Instructors also use a variety of assessment methods, such as critical analysis thought papers and self-reflective assignments.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)  
N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$100 to \$250.

**CWC comment and response:**

- Assignment details include self-reflection, but it is not clear where this appears in the learning outcomes. Should this be more explicitly stated?  
*The self-reflective assignments are intended to assess one or more learning outcomes, depending on the specific course topic. For example, students may be asked to compare and contrast correctional responses (learning outcome #5) by integrating a personal story or by including a positionality statement to provide context for how they're analyzing this issue. Similarly, in proposing ethical and equitable policies (learning outcome #8), they may be asked to consider how their position and experiences frame their recommendations. In other words, self-reflection itself isn't a learning outcome in the course. If we've misunderstood what the learning outcomes should focus on, please let me know.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: CRIM 402	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Mental Disorder and Crime <b>Course Short Title:</b> Mental Disorder & Crime	
Faculty: Faculty of Social Sciences	Department/School: Criminology and Criminal Justice
<b>Calendar Description:</b> <p>Reviews the history and current legislation that govern mental disorder and crime. The relationship between crime and specific disorders, such as fetal alcohol spectrum disorder and schizophrenia, will be examined. The response to these disorders by criminal justice agencies will be evaluated.</p>	
Prerequisites (or NONE):	60 university-level credits
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>CRIM 410G</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>27</b>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Department approval	Date of meeting: November 4, 2025
Faculty Council approval	Date of meeting: December 5, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 historical relationship between mental disorder and criminality, including traditional criminal justice responses to mental disorder.
2. Critically compare federal and provincial legislation governing the relationship between mental disorders and crime.
3. Explain key concepts and processes associated with mental disorder and criminality, such as fitness to stand trial, not criminally responsible on account of mental disorder, and civil commitment.
4. Analyze the relationship between specific forms of mental disorders and criminality.
5. Compare and contrast police, courts, and corrections responses to dealing with mentally disordered individuals.
6. Articulate the relationship between mental disorders and crime in vulnerable populations, Indigenous Peoples, and racialized groups.
7. Critically evaluate best practices among criminal justice and social service agencies in responding to mentally disordered offenders.
8. Propose ethical and equitable policies and practices for responding to mentally disordered offenders.

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

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

**Details:**

Assignments may include term papers, critical analysis thought papers, presentations, and self-reflective assignments.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, class discussion, group work

**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	Gray, J.E., Shone, M.A., & Liddle, P.F.	Canadian Mental Health Law and Policy (LexisNexis Canada, Inc.)	2008
2. Textbook	Gosselin, D.	Crime and Mental Disorders: The Criminal Justice Response (West Academic Publishers)	2019
3. Journal	Nicholls, T.L., Charette, Y., Seto, M.C., Caulet, M., Muir, N.M., & Crocker, A.G.	How Do Persons Found NCRMD and Identified as Indigenous Differ from Other Persons Found NCRMD: Profiles, Trajectories, and Outcomes	2023
4. Online resource	Rabinovitch, R.	Charter Rights and Structured Intervention Units: Have Rights Abuses of Administrative Segregation Been Corrected?	2023
5. Textbook	Wiener, R.L., & Brank, E.M.	Problem Solving Courts: Social Science and Legal Perspectives (Springer Science+Business Media, LLC)	2013

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

- Diagnosis and assessment
- How mental disorder is defined across different sectors and the implications for diagnosis, assessment, and treatment
- Mental health legislation
- Police responses to addressing mentally illness
- Impact of police work and correctional work on employee mental health and mental illness
- Fitness to stand trial and criminal responsibility
- Forensic psychiatric services
- Risk assessment, dangerousness, and civil commitment
- Similarities and differences in the relationship between mental disorder and crime among vulnerable populations, Indigenous Peoples, and racialized groups
- Use of administrative segregation for mentally disordered offenders
- Impact of structured intervention units on vulnerable populations, Indigenous Peoples, and racialized groups
- Interventions
- Trauma-informed approaches and practices to addressing mental illness (e.g., sweat lodges, Indigenous cultural liaisons)

**Memo for Course Changes**

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

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: December 12, 2025

**Subject: Proposal for revision of CRIM 410 (Special Topics in Criminology and Criminal Justice)**

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

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

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

2. Rationale for change:

As part of its six-year review, the title, calendar description, and learning outcomes have been updated to better reflect the focus and purpose of the course. The revised title is also to be consistent with the title change to our second-year course shell for special topics.

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. Two additional learning outcomes have been added to expand the focus and purpose of the course topic. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; assess and analyze competing theoretical perspectives; use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions; possess the knowledge and skills to act ethically and equitably; and apply criminological, legal, and/or criminal justice knowledge and skills to develop evidence-based, ethical, and effective strategies to address criminal justice system challenges locally and/or internationally. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; contribute locally and globally; and engage in reflection for action.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

As a shell for special topics courses, the specific topic will vary by instructor. In general, faculty will encourage students to evaluate the topic with respect to its effects on Indigenous Peoples. This is articulated in the new learning outcome that has been included.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The specific topic will vary by instructor. The addition of a learning outcome focused on evaluating the implications of policies and practices on diverse groups is intended to encourage students to reflect on the inequalities experienced by specific groups in the criminal justice system. Instructors may also recommend readings by diverse scholars and use a range of assessment methods when evaluating students.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)

N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$100 to \$200. Typically, instructors provide students with a reading list comprised of journal articles and online resources that are available through the library or online at no cost.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: CRIM 410	Number of Credits: 3 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Special Topics in Criminology and Criminal Justice <b>Course Short Title:</b> Topics in Crim & CJ															
Faculty: Faculty of Social Sciences	Department/School: Criminology and Criminal Justice														
<b>Calendar Description:</b> Critically reviews selected criminal justice issues through an analysis of theory, methods, and research. Evaluates existing policies, programs, and practices to identify strengths and weaknesses, and propose recommendations for change.															
Prerequisites (or NONE):	60 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM														
Corequisites (if applicable, or NONE):	NONE														
Pre/corequisites (if applicable, or NONE):	NONE														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 27														
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45											<b>Total hours</b>	<b>45</b>
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: No															
Department approval	Date of meeting: November 4, 2025														
Faculty Council approval	Date of meeting: December 5, 2025														
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026														

CRIM 410

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Apply theoretical perspectives to explain a specific criminological or criminal justice related issue, institution, activity, or practice.
2. Critically analyze a specific criminological or criminal justice related issue, institution, activity, or practice.
3. Critically review the academic literature on a selected criminological or criminal justice related issue, institution, activity, or practice.
4. Evaluate the implications of a specific criminological or criminal justice related issue, institution, activity, or practice on Indigenous, racialized, and marginalized groups.
5. Articulate reforms or solutions of a specific criminological or criminal justice related issue, institution, activity, or practice.

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

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

**Details:**

Assignments may include term papers, critical analysis thought papers, presentations, infographics, case studies, self-reflections, and in-class writing assignments.

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

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

Lectures and group work

**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	Vignoli, M. E.	The Long – Yet Still Uneven – Arc of International Justice	2023
2. Journal	Heller, K.J.	What is An International Crime? (A Revisionist History), Harvard International Law Journal, 58(2), 354-415.	2017
3. Online resource	National Inquiry into Missing and Murdered Indigenous Women and Girls	A Legal Analysis of Genocide: Supplementary Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls	2019
4. Journal	Van Ho, T.	Is It Already Too Late for Colombia's Land Restitution Process? International Human Rights Law Review.	2016
5. Journal	Crootof, R.	War Torts: Accountability for Autonomous Weapons, University of Pennsylvania Law Review, 164(6), 1347-1402.	2016

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

To be determined by the instructor depending on the selected topic. An example of content would be:

- What are international crimes
- The dynamics of conflict and peace
- The core international crimes
- The institution of international criminal law
- Transitional justice
- Universal jurisdiction
- International crimes – the Canadian experience
- International crimes – Indigenous experiences
- Peace and/or/with/versus justice
- The economy of international crimes
- Atrocity torts and alternatives to prosecution
- Investigating and prosecuting international crimes

**Memo for Course Changes**

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

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 4, 2025

**Subject: Proposal for revision of CRIM 411 (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:

2. Rationale for change:

As part of its six-year review, minor edits have been made to the calendar description to clean up language. The learning outcomes, recommended evaluation methods and weighting, and texts and resource materials have been updated to better reflect the focus and purpose of the course. The pre-requisites have been revised to include 60 university-level credits to ensure that students have sufficient background and foundational knowledge and skills to complete a directed studies course. As students are required to select an appropriate faculty supervisor and the typical outcome of this course is a research report, students must have successfully completed some introductory and elective courses to be able to identify an appropriate topic.

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. Two additional learning outcomes have been added to better articulate that this course is similar to a capstone or research project. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; assess and analyze competing theoretical perspectives; use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions; and apply criminological, legal, and/or criminal justice knowledge and skills to develop

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

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

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

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

As a directed studies course, the specific topic will vary by faculty supervisor and student. In general, faculty will provide readings that focus on Indigenization and reconciliation, and encourage students to evaluate the topic with respect to its effects on Indigenous Peoples. This is articulated in the new learning outcome that has been included.

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

The specific topic will vary by faculty supervisor and student. In general, the addition of a learning outcome focused on evaluating the implications of policies and practices on diverse groups is intended to encourage students to reflect on the inequalities experienced by specific groups in the criminal justice system. Faculty will also recommend readings by diverse scholars and use a range of assessment methods when evaluating students.

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

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): N/A; typically, instructors provide students with a reading list comprised of journal articles and online resources that are available through the library at no cost.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2001  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> CRIM 411		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Directed Studies <b>Course Short Title:</b> Directed Studies														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department/School:</b> Criminology and Criminal Justice													
<b>Calendar Description:</b> <p>Independent reading and research topics will be selected in consultation with the supervising instructor. Students interested in more information should contact the School of Criminology and Criminal Justice.</p>														
<b>Prerequisites (or NONE):</b>	Department permission. Note: As of January 2027, prerequisites will change to 60 university-level credits and department permission.													
<b>Corequisites (if applicable, or NONE):</b>	NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>Yes; cannot be repeated for credit</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>6</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>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>
Supervised directed learning (directed studies only)	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> November 4, 2025 <b>Date of meeting:</b> December 5, 2025 <b>Date of meeting:</b> January 30, 2026												

CRIM 411

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 legislation, policies, and/or practices related to the criminal justice topic under study.
2. Critically analyze the specific criminal justice related issue, institution, activity, or practice under study.
3. Apply relevant theories/policies/practices to the criminal justice topic under study.
4. Evaluate the implications of current policies and practices on Indigenous, racialized, and marginalized groups.
5. Articulate policy and practical recommendations for addressing the criminal justice topic under study.

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

Project:	100%	%	%
	%	%	%

**Details:**

Assignments may include a research proposal, paper outline, final report, interim report, term paper, infographic, literature review, data analysis, and presentation.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

To be determined by the instructor in consultation with the student.

**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 the instructor in consultation with the student.	
2.			
3.			
4.			
5.			

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

To be determined by the instructor in consultation with the student. Examples include drug policy and employment outcomes for offenders.

**Memo for Course Changes**

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

From: Karine Descormiers, Assistant Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: November 4, 2025

**Subject: Proposal for revision of CRIM 412 (Organized Crime)**

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

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

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

2. Rationale for change:

As part of its six-year review, the calendar description and learning outcomes have been updated to better reflect the current research on the course topic. In addition, one additional learning outcome has been added to address issues related to Indigenization and equity, diversity, and inclusion.

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

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

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
In addition to including a specific learning outcome and additional readings, course content will require students to critically evaluate how racial identity and environmental factors contribute to the identification and criminalization of Indigenous Peoples involved in organized crime.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In addition to a learning outcome that has students critically examine how race, gender, and socioeconomic factors influence the definition and criminalization of organized crime, instructors utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably. For example, students are evaluated with exams, writing assignments, and presentations.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs are typically \$125.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: CRIM 412	Number of Credits: 3 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Organized Crime <b>Course Short Title:</b> Organized Crime															
Faculty: Faculty of Social Sciences	Department/School: Criminology and Criminal Justice														
<b>Calendar Description:</b> <p>Examines organized crime in Canada and its global dimensions. Diverse forms of organized crime will be explored, such as traditional organized crime, gangs, and motorcycle gangs. The effectiveness of the criminal justice system responses to various forms of organized crime will be analyzed using empirical research methods.</p>															
Prerequisites (or NONE):	60 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM														
Corequisites (if applicable, or NONE):	NONE														
Pre/corequisites (if applicable, or NONE):	NONE														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>27</b>														
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45											<b>Total hours</b>	<b>45</b>
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>															
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>															
<b>Date of meeting:</b> November 3, 2025 <b>Date of meeting:</b> December 5, 2025 <b>Date of meeting:</b> January 30, 2026															

CRIM 412

## 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. Articulate the challenges in defining and conceptualizing organized crime and other organized crime groups.
2. Evaluate the structure, operations, and typologies of organized crime groups in Canada.
3. Evaluate how racial identity, gender, and socioeconomic factors influence the risk profiles, participation, and criminalization of organized crime groups in Canada.
4. Critically analyze issues relating to organized crime and transnational organized crime.
5. Identify some of the greatest challenges organized crime poses for Canadian society and for the criminal justice system.
6. Apply various theoretical approaches to the study of organized crime.
7. Critically analyze academic, government, and media reports on organized crime.
8. Compare the effectiveness of various crime prevention, policing, and other criminal justice strategies to counter organized crime.

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

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

**Details:**

Assignments may include term papers, presentations, and in-class participation.

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

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

Lectures, class discussions, 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	Beare, M.E.	Criminal Conspiracies: Organized Crime in Canada (Oxford University Press)	2015
2. Textbook	Schneider, S.	Canadian Organized Crime, second edition (Canadian Scholars)	2022
3. Online resource	Dickson-Gilmore, E.J., & Whitehead, C.	Aboriginal Organized Crime in Canada: Developing a Typology for Understanding and Exploring Indigenous Offending (Public Safety Canada)	2003
4. Textbook	Comack, E., Deane, L., Morrisette, L., & Silver, J.	Indians Wear Red: Colonialism, Resistance, and Aboriginal Street Gangs (Fernwood Publishing)	2013
5.			

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

- Academic literature and research
- Explaining the existence of organized crime: The theories behind organized crime
- Legal and international treaty definitions of organized crime; the United Nations Convention against Transnational Organized Crime and the protocols thereto
- Organized crime in Canada
- Racialized organized crime groups: Risk profiles, structure, and functions.
- Criminal markets in Canada
- Corruption and organized crime; money laundering; emerging crime
- Organized crime enforcement: Approaches and strategies
- The politics of organized crime legislation
- Organized crime enforcement and control: Policing and prosecution issues
- Organized crime prevention
- International cooperation in combatting transnational organized crime

**Memo for Course Changes**

To: *CACC and UEC*

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

Date: *October 30, 2025*

**Subject: Proposal for revision of JRNL/MACS 235**

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

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

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

**2. Rationale for change:**

*It is time for the six-year review of this course. A new **learning outcome** was added to highlight Indigenous content in the course. The **delivery methods** now account for the possibility of this course being taught in class, online, or in hybrid form. The **evaluation and instructional methods** have been modified to reflect how the course is currently being taught.*

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

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

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

*There are no substantial changes to course content.*

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

*None. The changes are not significant enough to have an impact on other programs.*

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

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

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*In introducing students to journalism, this course devotes much time to highlighting the qualities of a good journalist. These qualities include a concern for equity, diversity, and inclusion in the selection of stories to cover and the manner in which such stories are covered, in the treatment of subjects and sources, and in the practice of open and civic journalism. Moreover, equity, diversity, and inclusion are vital to hiring practices and the composition of the newsroom.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
*No special considerations.*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
*A new print copy of the required textbook, The Elements of Journalism, costs \$24.00. Students do not have to buy any other books or materials for this course as it is currently taught.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MACS 235		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Journalism in Canada <b>Course Short Title:</b> Intro to Journalism in Canada														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department/School:</b> School of Culture, Media & Society													
<b>Calendar Description:</b> Takes a critical look at the role of journalism in Canadian society. Explores factors that determine what stories are covered and how they are covered.														
Note: This course is offered as JRNL 235 and MACS 235. Students may take only one of these for credit.														
<b>Prerequisites (or NONE):</b>	None.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>JRNL 235</b> Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	30	Tutorials/workshops	15							<b>Total hours</b>	<b>45</b>
Lecture/seminar	30													
Tutorials/workshops	15													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b>		<b>Date of meeting:</b> October 30, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 5, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

MACS 235

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

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

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

**Details:**

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

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

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

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

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

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

None.

**Course Content and Topics**

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



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

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: JRNL 235	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Introduction to Journalism in Canada <b>Course Short Title:</b> Intro to Journalism in Canada	
Faculty: Faculty of Social Sciences	Department/School: School of Culture, Media & Society
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>MACS 235</b> for the official course outline.	
<b>Calendar Description:</b> Takes a critical look at the role of journalism in Canadian society. Explores factors that determine what stories are covered and how they are covered.	
Note: This course is offered as JRNL 235 and MACS 235. Students may take only one of these for credit.	
Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>MACS 235</b> Equivalent course(s): <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> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
Department approval	Date of meeting: October 30, 2025
Faculty Council approval	Date of meeting: December 5, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026

**Memo for Course Changes**

To: *CACC and UEC*

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

Date: *October 30, 2025*

**Subject: Proposal for revision of JRNL/MACS 369**

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

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

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

2. Rationale for change:

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

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

*There are no substantial changes to the learning outcomes. There is only the addition of one learning outcome focused on Indigeneity.*

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

*There are no substantial changes to course content.*

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

*None. The changes are not significant enough to have an impact on other programs.*

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

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

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

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

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

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

*No special considerations.*

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

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



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

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

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

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

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

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

**Details:**

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

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

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

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

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

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

None.

**Course Content and Topics**

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: JRNL 369	Number of Credits: 4 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Media Law and Ethics <b>Course Short Title:</b> Media Law & Ethics	
Faculty: Faculty of Social Sciences	Department/School: School of Culture, Media & Society
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>MACS 369</b> for the official course outline.	
<b>Calendar Description:</b> Explores key issues in media ethics such as fairness, respect, and truthfulness. Also explores key issues in media law such as copyright, defamation, and privacy.	
Note: This course is offered as JRNL 369 and MACS 369. Students may take only one of these for credit.	
Prerequisites (or NONE):	45 university-level credits including 3 credits of CMNS, JRNL, or MACS.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>MACS 369</b> Equivalent course(s): <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> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
Department approval	<b>Date of meeting:</b> October 30, 2025
Faculty Council approval	<b>Date of meeting:</b> December 5, 2025
Undergraduate Education Committee (UEC) approval	<b>Date of meeting:</b> January 30, 2026

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

NOT APPLICABLE

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

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

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

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

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

#### **Topic Selection**

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

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

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

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

NOT APPLICABLE

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

Textbook: \$160



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 100	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Principles of Microeconomics <b>Course Short Title:</b> Principles of Microeconomics													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Examines a wide range of microeconomic concepts related to markets and market behavior, with a focus on how the price mechanism allocates resources. Students develop a depth of knowledge in topics including demand and supply analysis, consumer theory, production and costs, market structure, market efficiency, and market failure. These concepts are applied to a variety of contemporary issues, considering both traditional economic models and alternative perspectives.</p>													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>ECON 201</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
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<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
Department approval	Date of meeting: March 14, 2025												
Faculty Council approval	Date of meeting: June 6, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

## ECON 100

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

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

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

**Details:**

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

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

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Mankiw, Kneebone, McKenzie, Rowe	Principles of Microeconomics, Canadian 9th Edition	2024
2. Textbook	Hubbard, O'Brien, Serletis, Childs	Microeconomics, Canadian 4th Edition - Pearson	2024
3. Textbook	McConnell, Brue, Flynn, Barbero	Microeconomics, Canadian Edition – McGraw Hill	2024
4. Textbook	Ragan	Microeconomics, 17 <sup>th</sup> edition	2022
5. Textbook	Milligan, Oreopoulos, Stevenson, Wolfers	Principles of Microeconomics Canadian Edition	2023

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

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

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee  
From: Bosu Seo, PhD  
Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

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

Not applicable.

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

The revised course, through its updated learning outcomes and course description, contributes to Indigenizing Our Academy by weaving Indigenous perspectives into the course content. The updated learning outcomes, such as *“Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently”* and *“Explain the role of money in the economy, including Indigenous perspectives on exchange”*, focus on encouraging students to analyze economic issues from multiple perspectives. This includes Indigenous knowledge systems and the impact of economic policies on Indigenous communities.

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

- The Measurement of National Income
  - Discuss how GDP may not fully capture economic well-being in Indigenous communities, where traditional economic activities (e.g., subsistence fishing, hunting, and bartering) are significant but often unaccounted for. Introduce Indigenous concepts of wealth, such as community well-being, land stewardship, and sustainability, which may differ from conventional GDP-based measures.
- Unemployment and Inflation

- Examine the disproportionate impact of unemployment on Indigenous populations in Canada, citing data from Statistics Canada or Indigenous organizations.
- Long-run Economic Growth
  - Introduce Indigenous perspectives on sustainable economic growth, focusing on long-term environmental and cultural sustainability rather than just increasing output. Discuss the role of Indigenous self-governance in fostering long-term economic growth.
- Short-run Aggregates and Business Cycles
  - Analyze how economic fluctuations impact Indigenous communities differently, especially those reliant on resource-based industries.
- Aggregate Demand and Aggregate Supply
  - Discuss the impact of government spending on Indigenous economic development (e.g., funding for infrastructure, housing, and education in Indigenous communities).
- Money, Banks, and the Bank of Canada
  - Explore historical Indigenous trade networks and forms of money. Discuss Indigenous access to banking services and financial inclusion challenges, including the role of Indigenous credit unions and lending institutions.
- Monetary Policy
  - Discuss how monetary policy decisions by the Bank of Canada can have uneven effects on Indigenous communities.
- Fiscal Policy
  - Analyze the role of government transfers and spending in Indigenous economic development (e.g., federal funding for Indigenous programs, revenue-sharing agreements). Discuss Indigenous perspectives on taxation, including self-governance and tax agreements between Indigenous governments and the federal/provincial governments.
- Open-Economy Macroeconomics
  - Discuss land rights and resource ownership in the context of globalization, foreign investment, and trade agreements affecting Indigenous lands.

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

**Topic Selection**

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

- The Measurement of National Income
  - Discuss how GDP and other national income measures fail to account for unpaid labor (e.g., caregiving, volunteer work), which disproportionately affects women and marginalized groups. Introduce alternative well-being measures which consider income distribution and social factors.

- Unemployment and Inflation
  - Highlight how unemployment affects different demographic groups unequally (e.g., higher unemployment rates among women, racialized groups, and persons with disabilities).
- Long-run Economic Growth
  - Explore the link between inclusive growth and economic prosperity, emphasizing how investments in education, healthcare, and infrastructure improve opportunities for underrepresented groups.
- Short-run Aggregates and Business Cycles
  - Examine how economic recessions disproportionately impact marginalized groups (e.g., women and racialized workers often experience greater job losses in downturns).
- Aggregate Demand and Aggregate Supply
  - Analyze how income inequality affects aggregate demand by limiting the purchasing power of lower-income groups.
- Money, Banks, and the Bank of Canada
  - Explore barriers to financial inclusion, such as lack of access to banking services for low-income and rural communities. Discuss initiatives like microfinance, ethical banking, and programs that support women and racialized entrepreneurs.
- Monetary Policy
  - Discuss how monetary policy affects different groups differently (e.g., rising interest rates disproportionately burden low-income households with debt). Examine whether central banks should explicitly consider inequality when making policy decisions.
- Fiscal Policy
  - Analyze how government spending on education, healthcare, and social programs contributes to reducing inequality.
- Open-Economy Macroeconomics
  - Discuss how globalization has affected marginalized communities, including labor exploitation and job losses due to outsourcing. Examine fair trade policies and ethical sourcing initiatives that promote equity in international trade.

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

Not applicable.

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

Textbook: \$160



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 101		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Principles of Macroeconomics <b>Course Short Title:</b> Principles of Macroeconomics														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> <p>Introduces students to economy-wide issues through an inclusive lens. Students explore standard theoretical frameworks and use basic analytical tools to examine the current macroeconomic landscape, critically assess public policies, and evaluate their effects on promoting long-term economic growth, full employment, and price stability.</p>														
<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> (Cannot be taken for additional credit.) Former course code/number: <b>ECON 202</b> Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45	Tutorials/workshops								<b>Total hours</b>	<b>45</b>
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<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>														
		<b>Date of meeting:</b> March 14, 2025												
		<b>Date of meeting:</b> June 6, 2025												
		<b>Date of meeting:</b> January 30, 2026												

## ECON 101

## 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. Calculate and interpret economic aggregates.
2. Distinguish between real and nominal values for variables such as output, prices and interest rates.
3. Examine determinants of long-term economic growth.
4. Describe how the financial market determines levels of savings and investment.
5. Explain the role of money in the economy, including Indigenous perspectives on exchange.
6. Discuss the factors that lead to economic fluctuations and business cycles.
7. Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently.

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

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

**Details:**

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

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Milligan, Oreopoulos, Stevenson, Wolfers	Principles of Microeconomics 1st Canadian Edition - Macmillan	2023
2. Textbook	Ragan	Microeconomics, 17th Canadian edition - Pearson	2023
3. Textbook	Mankiw, Kneebone, McKenzie	Principles of Macroeconomics, 9th Canadian Edition - Cengage	2023
4. Textbook	Hubbard, O'Brien, Serletis, Childs	Macroeconomics, 4th Canadian Edition - Pearson	2024
5.			

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

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

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee  
From: Bosu Seo, PhD  
Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

Apply Indigenous approaches to understand the topic.	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods PLO4: Effective Communication PLO5: Acquisition of Independent Learning Skills	ILO1: Apply Knowledge and Competencies Proficiently ILO2: Examine Critically and Holistically ILO3: Communicate Effectively Indigenous Knowledge Systems ILO8: Engage in Reflection for Action
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**4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**

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

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

Not applicable.

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

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

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

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

8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.**  
Not applicable.
9. **Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):**  
Costs will vary by instructor.



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 199	Number of Credits: 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Selected Topics in Economics <b>Course Short Title:</b> Selected Topics in Economics											
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics										
<b>Calendar Description:</b> <p>Provides students with an opportunity to investigate a range of topics through application of economic methodologies and analyses. The course will describe, analyze, and account for empirical regularities and phenomena pertaining to various contemporary social, environmental, and economic issues.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p>											
Prerequisites (or NONE):	None.										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	None.										
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>											
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Lecture/seminar	45										
Tutorials/workshops											
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes											
<b>Department approval</b>											
<b>Faculty Council approval</b>											
<b>Undergraduate Education Committee (UEC) approval</b>											
<b>Course Details</b> Special Topics course: <b>Yes</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Infrequent</b> Maximum enrolment (for information only): <b>36</b>											
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.											
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>											
<b>Date of meeting:</b> March 14, 2025											
<b>Date of meeting:</b> June 6, 2025											
<b>Date of meeting:</b> January 30, 2026											

ECON 199

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

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

Final exam:	20%	Assignments:	20%	Project:	20%
Quizzes/tests:	20%	Quizzes/tests:	20%		%

**Details:**

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

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

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

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

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

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

Example for *The World Economy*:

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

N/A

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

N/A

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

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

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

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

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

N/A

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

\$100



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 207		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Game Theory and Strategic Thinking <b>Course Short Title:</b> Game Theory & Strateg Thinking														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> Considers the methodology and analytical tools used to study decision making in situations characterized by strategic interaction., Students participate in in-class teaching games to help translate theory into practice.														
<b>Prerequisites (or NONE):</b>	ECON 100.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>														
		<b>Date of meeting:</b> March 14, 2025												
		<b>Date of meeting:</b> June 6, 2025												
		<b>Date of meeting:</b> January 30, 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. Classify games in terms of their key characteristics and constraints.
2. Illustrate simultaneous move games using the normal form representation.
3. Illustrate sequential move games using the extensive form representation.
4. Use various equilibria concepts, such as Nash equilibrium and sub-game perfect Nash equilibrium, to solve simultaneous and sequential move games in pure strategies.
5. Use the concept of mixed-strategy Nash equilibria to solve games of complete information.
6. Detail how trigger-strategies can support superior outcomes in repeated, simultaneous move games.
7. Solve games of incomplete information using appropriate economic models.
8. Contrast equilibrium outcomes to values of reciprocity, redistribution, sustainability, and in the context of social, cultural, and environmental concerns.

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

Final exam:	30%	Assignments:	20%	%
Quizzes/tests:	30%	Project:	20%	%

**Details:**

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

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

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

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

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

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

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

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee  
From: Bosu Seo, PhD  
Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

Evaluate the effects of monetary and fiscal policies, considering how such policies affect diverse communities differently	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods PLO4: Effective Communication PLO5: Acquisition of Independent Learning Skills	ILO1: Apply Knowledge and Competencies Proficiently ILO2: Examine Critically and Holistically ILO3: Communicate Effectively ILO5: Engage with Indigenous Knowledge Systems ILO7: Advocate for Equity, Diversity, and Inclusion ILO8: Engage in Reflection for Action
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**4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**

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

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

Not applicable.

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

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

**1. Topic Selection & Curriculum Content**

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

- Case studies of Indigenous-led sports organizations and their financial models.

## 2. Assignment Design & Learning Activities

- Economic Impact Analysis of Indigenous Sports Events
  - Students research an Indigenous sports event (e.g., NAIG, Arctic Winter Games) and analyze its economic impact on local and Indigenous economies.
  - Encourages engagement with Indigenous perspectives on economic development and sovereignty.
- Policy Brief: Equity & Inclusion in Sports Economics
  - Students draft a policy brief addressing economic barriers faced by Indigenous athletes and communities.
  - They must incorporate Indigenous economic perspectives and consult Indigenous scholarship.
- Community-Based Learning & Guest Speakers
  - Inviting Indigenous leaders, athletes, or economists to share firsthand experiences on sports economics and self-determination.
  - Assignments that encourage students to engage with Indigenous organizations or sports initiatives. This engagement is facilitated through structured assignments using Canadian Indigenous-led sport initiatives—such as the North American Indigenous Games or Indigenous provincial sport organizations—as curated case studies, drawing on publicly available reports, media coverage, and Indigenous-authored scholarship.

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

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

### **Modes of delivery**

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

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

Not applicable.

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

Textbook: \$160



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 285		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> The Economics of Sport <b>Course Short Title:</b> The Economics of Sport														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> <p>Develops fundamental economic concepts pertaining to industrial organization, labour, and public finance in the professional sports industry. Economic models are examined in terms of their ability to capture accurately the characteristics of this industry. Emphasizing EDI, Indigenization, and ethical decision-making, students analyze competitive balance, franchise economics, and socioeconomic impacts on marginalized communities through critical thinking and real-world applications.</p>														
<b>Prerequisites (or NONE):</b>	ECON 100.													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.														
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> March 14, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> June 6, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 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 key economic concepts from industrial organization, labour economics, and public finance as they apply to the professional sports industry.
2. Analyze competitive balance, franchise decision-making, and stadium finance using economic models and real-world data.
3. Evaluate the socioeconomic impacts of sports franchises, leagues, and public funding decisions on diverse communities, with attention to equity and inclusion.
4. Apply ethical reasoning to issues such as wage gaps, franchise relocations, and the commercialization of sports.
5. Assess barriers and opportunities for participation and representation in sports across gender, race, income, and ability.
6. Reflect on the role of sports in reconciliation, representation, and community-building for Indigenous peoples in Canada and globally.
7. Communicate economic findings and policy recommendations clearly and persuasively to both academic and non-academic audiences, using inclusive and respectful language.

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

Final exam:	30%	Assignments:	20%	%
Quizzes/tests:	40%	Holistic assessment:	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 will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will be used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Leeds/ Allmen	The Economics of Sports, 7th Edition. Pearson	2023
2. Textbook	Berri	Sports Economics, 1st Edition. Macmillan	2018
3.			
4.			
5.			

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics****Unit 1: Introduction to Sports Economics**

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

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

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

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

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

**Unit 4: Labour Markets in Sports**

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

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

- Public vs. private funding for arenas and stadiums
- Cost-benefit analysis of stadium subsidies
- Community impacts, displacement, and gentrification
- Ethical decision-making: who really benefits?

**Unit 6: Franchise Economics**

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

**Unit 7: Globalization of Sports**

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

**Unit 8: Sports and Social Issues**

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

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

Many of our courses are required by other programs such as Bachelor in Business

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

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

NOT APPLICABLE

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

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

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

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

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

**Topic Selection**

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

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

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

#### **Assessment**

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

#### **Modes of delivery**

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

#### **Learning materials**

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

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

NOT APPLICABLE

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



ORIGINAL COURSE IMPLEMENTATION DATE:

April 1992

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 2032

Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 307	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Managerial Economics <b>Course Short Title:</b> Managerial Economics													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Applies intermediate microeconomic analysis to business and economic decision-making. Topics include consumer demand, production and costs, market structures, pricing strategies, and game theory. The course examines how economic models inform real-world business dynamics while incorporating Indigenous perspectives and case studies to explore how market structures can promote or hinder equity, inclusion, and diverse participation.</p>													
Prerequisites (or NONE):	45 university-level credits, including ECON 100, and one of MATH 111 or MATH 141.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: Cross-listed with: Equivalent course(s): <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>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>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45
Lecture/seminar	45												
Total hours	45												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
Department approval	Date of meeting: March 14, 2025												
Faculty Council approval	Date of meeting: June 6, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 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 models of consumer choice under certainty and uncertainty.
2. Analyze costs of production and supply.
3. Identify how different market structures affect economic opportunities for small businesses, cooperatives, and Indigenous enterprises.
4. Determine appropriate pricing and output strategies for various market structures.
5. Examine the impacts of monopolies on equity, access to essential goods, and Indigenous economic sovereignty.
6. Use game theory to model strategic decision-making focusing on examples that reflect the challenges and opportunities for Indigenous and marginalized entrepreneurs.
7. Discuss the role of information in markets, highlighting how unequal access to information affects marginalized groups and exploring the role of traditional Indigenous knowledge in decision-making.
8. Apply economic analysis to problems in business.

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

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

**Details:**

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

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

Lectures will develop theories and apply them to problems in economics and business. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it are used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Baye	Managerial Economics and Business Strategy, 10th Edition. McGraw-Hill	2021
2. Textbook	Perloff, Brander	Managerial Economics and Strategy, 4 <sup>th</sup> Edition. Pearson	2025
3. Textbook	Thomas	Managerial Economics, 14 <sup>th</sup> Edition, Pearson	2024
4.			
5.			

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

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

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee  
From: Bosu Seo, PhD  
Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

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

Not applicable.

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

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

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

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

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

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

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

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

This course is offered every other academic year.

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

Textbook: \$160



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 341	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> International Trade <b>Course Short Title:</b> International Trade													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Explores trade theory and policy within a general equilibrium framework, alongside empirical tests and extensions of trade models. Topics include the relationship between economic growth and international trade, the role of multinational enterprises, and the globalization of production. Students will examine the impact of international trade on diverse communities, including Indigenous economies, labor markets, and environmental sustainability. International agreements, trade disputes, and the historical and contemporary effects of globalization on economic inequalities are also covered.</p>													
Prerequisites (or NONE):	45 university-level credits including ECON 100 and ECON 101.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<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>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45
Lecture/seminar	45												
Total hours	45												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
<b>Department approval</b>													
<b>Faculty Council approval</b>													
<b>Undergraduate Education Committee (UEC) approval</b>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>28</b></p> <p><b>Prior Learning Assessment and Recognition (PLAR)</b>        PLAR is available for this course.</p>													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>Yes</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
<b>Date of meeting:</b> March 14, 2025													
<b>Date of meeting:</b> June 6, 2025													
<b>Date of meeting:</b> January 30, 2026													

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

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

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

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

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

**Details:**

Midterm 1: 30%  
Midterm 2: 30%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will be used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Krugman, Obstfeld, Melitz	International Trade: Theory and Policy, 11th Edition - Pearson	2018
2. Textbook	Feenstra, Taylor	International Trade. 5th Edition - Macmillan	2021
3.			
4.			
5.			

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

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

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

School of Business, Faculty of Business and Computing

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

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

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

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

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100 (e-text book, optional)

**CWC comments and responses:**

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 342		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> International Capital Markets <b>Course Short Title:</b> International Capital Markets														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> <p>Students use economic theory to study international financial flows and their implications for regional and national economies including consideration of global financial imbalances, currency unions, international financial architecture, and the causes and impacts of currency attacks and financial crises.</p>														
<b>Prerequisites (or NONE):</b>	45 university-level credits including ECON 100 and ECON 101													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b>		<b>Date of meeting:</b> March 14, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> June 6, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

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

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

1. Apply models of exchange rate determination to identify causal factors.
2. Explain the relationship between interest rates, prices, and exchange rates using open-economy models.
3. Model the determination of international financial flows and their relationship to different exchange rate regimes and monetary intervention.
4. Assess the impact of international capital flows on domestic economic performance in terms of their long run sustainability and equity.
5. Summarize the factors determining optimum currency areas.
6. Explain the role of central banks and instruments of sovereign government policy in determination of international capital movements and currency crises.
7. Provide context for how other economic, political, social, or Indigenous factors have the potential to influence this government or central bank intervention.

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

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

**Details:**

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

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

Lectures will develop theories and apply them to problems in the subject. There will be extensive use of graphing and problem solving. Both formal analytic analysis and the economic intuition that underlies it will be used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Krugman/ Obstfeld/ Melitz	International Finance: Theory and Policy, 12 <sup>th</sup> Edition, Pearson	2022
2. Textbook	Copeland	Exchange Rates and International Finance, 6th Edition, Pearson	2014
3.			
4.			
5.			

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

Course Learning Outcomes	Program Learning Outcomes (PLOs)	Institutional Learning Outcomes (ILOs)
Analyze historical and contemporary economic growth patterns, considering disparities across countries and communities, including Indigenous economies	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods	ILO1: Apply Knowledge and Competencies Proficiently ILO2: Examine Critically and Holistically ILO5: Engage with Indigenous Knowledge Systems ILO7: Advocate for Equity, Diversity, and Inclusion ILO8: Engage in Reflection for Action
Identify the sources of economic growth, including the roles of land, labor, capital, and total factor productivity	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods	ILO1: Apply Knowledge and Competencies Proficiently
Detail economic factors that influence technological progress	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods	ILO1: Apply Knowledge and Competencies Proficiently
Evaluate major public policy issues related to technological progress and economic growth, taking into account the effects on diverse communities, including Indigenous peoples.	PLO4: Effective Communication PLO5: Acquisition of Independent Learning Skills	ILO2: Examine Critically and Holistically ILO3: Communicate Effectively ILO4: Lead Collaboratively ILO5: Engage with Indigenous Knowledge Systems ILO6: Contribute Locally and Globally ILO7: Advocate for Equity, Diversity, and Inclusion

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

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

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

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

Not applicable.

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

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

- Growth Facts to Be Explained
  - Highlight disparities in economic growth across countries and communities, particularly among Indigenous populations and historically marginalized groups.

- Discuss how colonial histories and systemic inequalities have shaped economic trajectories.
- Physical Capital
  - Explore how Indigenous communities have traditionally utilized and managed physical capital (e.g., land, tools) sustainably. Investigate the concept of communal ownership versus individual capital accumulation.
  - Discuss barriers to infrastructure development in Indigenous communities and policies aimed at addressing these challenges.
- Population and Economic Growth
  - Discuss how demographic trends differ across racial and Indigenous groups due to historical factors (e.g., forced relocation, differing fertility rates).
  - Examine policies that impact different communities, such as immigration and birth rate policies.
- Future Population Trends
  - Explore how population growth projections consider Indigenous self-determination and cultural preservation.
  - Discuss aging populations and their effects on marginalized communities with limited access to healthcare and economic resources.
- Human Capital
  - Address gaps in education and skill development among underrepresented groups, including Indigenous communities.
  - Discuss the importance of culturally relevant education and traditional knowledge in human capital development.
- Measuring Productivity
  - Examine how traditional economic metrics may overlook informal labor, particularly in Indigenous economies.
  - Introduce alternative measures of productivity that account for well-being and sustainability.
- The Role of Technology in Economic Growth
  - Discuss digital divides affecting marginalized and Indigenous communities.
  - Explore Indigenous innovations and the role of traditional knowledge in technological development.
- The Cutting-Edge Technology
  - Analyze who benefits from advancements in AI, automation, and biotech, and who gets left behind.
  - Discuss ethical considerations in technology development, particularly regarding data sovereignty for Indigenous communities.
- Efficiency
  - Examine how mainstream efficiency metrics may ignore social and environmental costs.
  - Discuss Indigenous perspectives on balance and sustainability as alternative economic goals.
- Growth in the Open Economy
  - Explore trade agreements and their effects on Indigenous economies.

- Discuss global economic integration while considering Indigenous self-determination and land rights.
- Government
  - Discuss successful policy initiatives that promote Indigenous economic participation.
- Institutions
  - Discuss how colonial institutions shaped Indigenous economies and how institutional reforms can promote inclusion.
  - Analyze examples of Indigenous governance structures and their role in economic growth.
- Income Inequality
  - Discuss economic disparities faced by marginalized groups and Indigenous peoples.
- Culture
  - Discuss how cultural perspectives influence economic behavior and decision-making.
  - Highlight the economic contributions of Indigenous cultural industries (e.g., arts, tourism, land stewardship).
- Geography, Climate, and Natural Resources
  - Examine how resource extraction affects Indigenous communities and their rights to land.
  - Discuss Indigenous approaches to sustainable resource management.
- Resources and the Environment at a Global Level
  - Discuss how Indigenous communities contribute to environmental sustainability through traditional ecological knowledge.
  - Explore global environmental policies and their impact on marginalized communities.

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

**Topic selection**

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

- Growth Facts to Be Explained
  - Discuss how economic growth has historically benefited some groups more than others due to systemic inequalities. Highlight differences in growth experiences across countries, regions, and communities, particularly among marginalized populations.
- Physical Capital
  - Examine disparities in access to physical capital (e.g., infrastructure, machinery) across different social groups. Discuss historical injustices, such as colonial land dispossession or redlining, that have limited access to physical capital for marginalized communities.
- Population and Economic Growth

- Discuss how demographic changes impact economic opportunities differently for various social groups, particularly women, Indigenous communities, and racial minorities.
- Future Population Trends
  - Explore how aging populations, migration, and urbanization trends affect different demographic groups.
- Human Capital
  - Analyze barriers to education and skill development for marginalized populations, such as gender-based disparities in STEM education. Discuss alternative education models, including Indigenous knowledge transmission and community-based learning.
- Measuring Productivity
  - Question traditional productivity metrics that overlook unpaid labor, such as caregiving and subsistence farming, which disproportionately involve women and Indigenous communities. Introduce alternative measures that account for social and environmental contributions.
- The Role of Technology in Economic Growth
  - Examine the digital divide and how technological advancements can either reduce or reinforce existing inequalities. Discuss policies and initiatives that promote equitable access to technology, particularly in low-income and rural areas.
- The Cutting-Edge Technology
  - Highlight how biases in AI, automation, and digital tools can reinforce discrimination.
- Efficiency
  - Challenge traditional notions of efficiency that prioritize profit maximization over social equity. Discuss alternative models that consider social well-being, such as cooperatives and Indigenous economic systems based on communal resource management.
- Growth in the Open Economy
  - Explore how globalization has unevenly benefited different regions and populations. Discuss trade policies that have disproportionately harmed developing economies and Indigenous groups, such as exploitative resource extraction.
- Government
  - Examine how government policies on economic growth impact economic inclusion for marginalized and Indigenous groups.
- Institutions
  - Investigate how formal and informal institutions shape economic opportunities for different social groups. Highlight structural barriers, such as discrimination in financial institutions, and discuss reforms that promote inclusive economic participation.
- Income Inequality
  - Discuss how progressive taxation, minimum wage policies, and other mechanisms that promote income redistribution and equity help achieve inclusive economic growth.

- Culture
  - Discuss how recognizing and valuing diverse cultural contributions to economic development can lead to more inclusive policies and practices.
- Geography, Climate, and Natural Resources
  - Analyze how climate change and resource distribution disproportionately impact vulnerable communities, including low-income populations and Indigenous groups.
- Resources and the Environment at a Global Level
  - Discuss fair trade policies, ethical sourcing, and Indigenous-led environmental conservation initiatives.

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

Not applicable.

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

Textbook: \$100



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 352	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Technological Progress and Inclusive Economic Growth <b>Course Short Title:</b> Tech Progress & Econ Growth													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Examines the relationship between technological progress and inclusive economic growth. Analyzes economic growth patterns, human and physical capital, and the impact of technology on productivity and inequality. Explores globalization, institutions, and government policies shaping economic development. Applies economic principles to real-world challenges, emphasizing equity, and sustainable economic growth.</p>													
Prerequisites (or NONE):	45 university-level credits including ECON 100 and ECON 101.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<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>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45
Lecture/seminar	45												
Total hours	45												
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>Yes</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
Department approval	Date of meeting: March 14, 2025												
Faculty Council approval	Date of meeting: June 6, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

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

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

1. Analyze historical and contemporary economic growth patterns, considering disparities across countries and communities, including Indigenous economies.
2. Identify the sources of economic growth, including the roles of land, labor, capital, and total factor productivity.
3. Detail economic factors that influence technological progress.
4. Evaluate major public policy issues related to technological progress and economic growth, taking into account the effects on diverse communities, including Indigenous peoples. Interpret the rationale of business strategies related to technical innovation.
5. Evaluate the impact of population growth and labor force participation on technological progress.
6. Investigate the relationship between technology, innovation, and economic inequality, highlighting the digital divide and access to resources.

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

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

**Details:**

Midterm 1: 25%  
Midterm 2: 25%

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

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

Presentations, lectures, class project and discussion.

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

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

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

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

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

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

NOT APPLICABLE

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

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

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

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

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

#### **Topic Selection**

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

- Labour market attachment

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

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

NOT APPLICABLE

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

NOT APPLICABLE



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 360		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Labour Economics <b>Course Short Title:</b> Labour Economics														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> <p>Develops models of labour economics and considers their application to the Canadian economy with an emphasis on the interaction between economic theory and empirical evidence. Students analyze labor supply, labor demand in competitive labour markets, and wage determination by human capital accumulation. Indigenous perspectives are incorporated to highlight how labour market structures and human capital accumulation can promote or hinder equity, inclusion, and diverse participation in labour markets.</p>														
<b>Prerequisites (or NONE):</b>	ECON 100 and (STAT 104 or STAT 106).													
<b>Corequisites (if applicable, or NONE):</b>	None.													
<b>Pre/corequisites (if applicable, or NONE):</b>	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>														
		<b>Date of meeting:</b> March 14, 2025												
		<b>Date of meeting:</b> June 6, 2025												
		<b>Date of meeting:</b> January 30, 2026												

ECON 360

## 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 basic mechanisms of the labour market such as labour supply and demand, search, and bargaining.
2. Explain why differences in unemployment, wage and productivity may arise as equilibrium phenomena, and how the labor demand decisions may affect marginalized groups including indigenous population.
3. Contrast different models of education including the human capital and signaling models, and discuss how unequal access to human capital accumulation affect indigenous population.
4. Apply labour market models to derive and explain testable hypotheses.
5. Use spreadsheet software to conduct hypothesis testing and organize and present data.

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

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

**Details:**

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

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

Lecture, problem-solving, and case analysis.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Benjamin, Gunderson, Lemieux, Riddell, Schirle	Labour Market Economics, 8 <sup>th</sup> Edition, McGraw-Hill	2020
2.			
3.			
4.			

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

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

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

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

NOT APPLICABLE

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

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

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

- Environmental choices
  - Discuss how environmental choices affect indigenous population.
- Environment valuation
  - Examine how indigenous concepts of environment is different from economic valuation of a species, or damages from pollution
- Intergenerational equity
  - Introduce the concept of fairness to future generations, considering the indigenous self-governance fostering environmental protection.

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

#### **Topic Selection**

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

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

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

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

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

NOT APPLICABLE

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

NOT APPLICABLE



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 361	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Environmental Economics <b>Course Short Title:</b> Environmental Economics													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Examines the relationship between economic activity, government regulation, and environmental outcomes through both mainstream economic models and Indigenous knowledge systems. Students explore frameworks for evaluating environmental policies with attention to equity, sustainability, and impacts on Indigenous and marginalized communities.</p>													
Prerequisites (or NONE):	45 university-level credits including ECON 100.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with: <b>GEOG 361</b>        Equivalent course(s): <b>GEOG 361</b>  <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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
Department approval	Date of meeting: March 14, 2025												
Faculty Council approval	Date of meeting: June 6, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

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

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

1. Use economic models to explain different patterns of growth and environmental change, including indigenous perspectives on exchange.
2. Apply economic models to address key issues in environmental economics and policy, with attention to their impacts on diverse communities.
3. Assess the effectiveness of various economic concepts and models in evaluating different environmental issues.
4. Differentiate among cost-benefit analysis, cost-effectiveness analysis, and environmental impact analysis.
5. Evaluate some of the measurement issues which arise in environmental policy.

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

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

**Details:**

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

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

Lectures will develop theories and apply them to problems in environmental economics. There will be extensive use of graphing and problem solving. Formal analytic analysis and the economic intuition that underlies it are used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Tietenberg, Lewis	Environmental and Natural Resource Economics, 12th Edition, Pearson	2023
2. Textbook	Field, Olewiler	Environmental Economics, 4th Edition, McGraw-Hill	2015
3. Textbook			
4.			
5.			

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

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

**Memo for Course Changes**

To: Wade Deisman, Tetsuomi Anzai, and CACC; Undergraduate Education Committee  
From: Bosu Seo, PhD  
Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

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

Not applicable.

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

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

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

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

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

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

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

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

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

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

Example:

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

### 4. Economic Models Beyond Western Frameworks

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

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

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

Example: Students examine case studies such as:

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

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

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

**1. Assignment Design: Inclusive and Equity-Focused Learning****Example 1: Policy Brief on Healthcare Disparities**

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

**Example 2: Comparative Healthcare System Analysis**

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

**2. Topic Selection: Centering Equity and Inclusion in Health Economics****Key Topics Addressing EDI Principles:**

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

- EDI Contribution:
  - Ensures historically marginalized voices are included.
  - Encourages policy-based problem-solving for health equity.

**Modes of delivery**

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

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

Not applicable.

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

Textbook: \$160

**CWC comments and responses:**

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 375	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Health Economics <b>Course Short Title:</b> Health Economics													
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics												
<b>Calendar Description:</b> <p>Explores the economic principles shaping healthcare systems, focusing on demand, supply, financing, and policy design. Analyzes health disparities, with attention to social determinants, Indigenous perspectives, and access to care for marginalized groups. Examines the role of diversity, equity, and inclusion in healthcare delivery, policymaking, and decision processes. Investigates healthcare innovations and ethical considerations and discusses advocacy for equitable healthcare solutions. Provides a comprehensive understanding of the economics behind healthcare and its implications for diverse population.</p>													
Prerequisites (or NONE):	45 university-level credits including ECON 100 and (MATH 111 or MATH 141).												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
<b>Department approval</b>													
<b>Faculty Council approval</b>													
<b>Undergraduate Education Committee (UEC) approval</b>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>Yes</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
<b>Date of meeting:</b> March 14, 2025													
<b>Date of meeting:</b> June 6, 2025													
<b>Date of meeting:</b> January 30, 2026													

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

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

1. Explain the key economic principles influencing healthcare systems and policies.
2. Analyze the impact of social determinants on health disparities among different population groups.
3. Assess Indigenous perspectives on health and well-being in the context of healthcare policy.
4. Evaluate barriers to healthcare access for marginalized and underserved populations.
5. Compare different healthcare financing models and their implications for equity and efficiency.
6. Examine the role of diversity and inclusion in the supply and delivery of healthcare services.
7. Investigate ethical issues and decision-making processes in healthcare policy.
8. Critique the potential of technological innovations to address healthcare inequalities.
9. Propose policy solutions aimed at reducing health disparities and promoting equitable access to care.
10. Discuss the relationship between healthcare demand, access, and economic efficiency.

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

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

**Details:**

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

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

Lectures, in-class discussion, and projects.

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

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

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

N/A

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

N/A

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

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

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

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

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

Specifically, the development and application of strategies that promote positive change in society.

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

N/A

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

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 395		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Behavioural Economics <b>Course Short Title:</b> Intro to Behavioural Economics														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Economics													
<b>Calendar Description:</b> <p>Students examine key psychological phenomena relevant to economic behaviour, distinguish these from neoclassical models of choice, express them in economic terms, and analyze how this perspective deepens understanding of fundamental economic questions.</p>														
<b>Prerequisites (or NONE):</b>	45 university-level credits including ECON 207 and ECON 307.													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>28</b>												
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<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.														
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> March 14, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> June 6, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

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

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

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

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

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

**Details:**

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

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

Lectures, in-class discussion, and projects.

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

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

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

**2. Rationale for change:**

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

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

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

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

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

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

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

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

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

Not applicable.

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

**Topic selection**

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

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

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

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

**Learning outcomes**

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

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

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

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

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

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

**Assessment**

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

**Modes of delivery**

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

**Learning materials**

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

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

Not applicable.

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

Textbook: \$160



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 398	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Economics of Development <b>Course Short Title:</b> Economics of Development	
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics
<b>Calendar Description:</b> <p>Examines economic development in low- and middle-income economies using economic theory and empirical approaches, informed by interdisciplinary perspectives and Indigenous views on well-being. Covers core concepts of development, alternative measures of progress, and demographic dynamics, with attention to distributional outcomes and underrepresented groups. Analyzes how policies, institutions, trade, and industrialization influence development outcomes through country case studies and cross-country perspectives. Development challenges are situated within their institutional, historical, and geographical contexts, with an emphasis on inclusive and sustainable development.</p>	
Prerequisites (or NONE):	45 university-level credits including one of ECON 100 or ECON 101.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>	
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>Yes</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>	
Department approval	Date of meeting: March 14, 2025
Faculty Council approval	Date of meeting: June 6, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026

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

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

1. Analyze key concepts and patterns of development with consideration for Indigenous perspectives on well-being.
2. Assess various measures and indices of development in tracking progress and achievements in poverty alleviation.
3. Examine the demographic aspects of development with emphasis on how population growth, migration, and labor force dynamics intersect with population trends in underrepresented groups.
4. Reflect on the role of policies and institutions in shaping development outcomes.
5. Explore how international trade and industrialization affect national economies and Indigenous communities.
6. Develop policy recommendations for achieving sustainable development.

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

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

**Details:**

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

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

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

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

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

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

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

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

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

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

School of Business, Faculty of Business and Computing

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

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

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

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

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

N/A

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

\$100

**CWC comment and response:**

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



ORIGINAL COURSE IMPLEMENTATION DATE:

April 1992

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 2032

Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 410		Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
Course Full Title: Macroeconomics and Financial Markets														
Course Short Title: Macroecon & Financial Markets														
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics													
<b>Calendar Description:</b> Examines macroeconomic phenomena with a focus on the economic function of financial markets. Topics include financial markets and institutions, inflation and unemployment, interest rates in capital markets, savings and investment, business cycles, international finance, and economic growth.														
Prerequisites (or NONE):	45 university-level credits including ECON 100, ECON 101, and (MATH 111 or MATH 141).													
Corequisites (if applicable, or NONE):	None.													
Pre/corequisites (if applicable, or NONE):	None.													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes														
<b>Department approval</b>		<b>Date of meeting:</b> March 14, 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> June 6, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026												

## ECON 410

## University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Detail the functions and workings of financial markets.
2. Utilize macroeconomic models to analyze the coordination of savings, investment and government deficits through financial markets.
3. Describe key characteristics of the financial regulatory system in relation to efficiency and equity criteria.
4. Illustrate the workings of government monetary policy.
5. Analyze economic fluctuations, business cycles, and economic growth.
6. Apply macroeconomic models to monetary and fiscal policy issues in terms of their long-run sustainability and equity.
7. Provide context for how other economic, or social factors have the potential to influence government or central bank intervention.
8. Model the interaction of the financial sector and macroeconomic fluctuations.
9. Analyze monetary models of open economies.

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

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

**Details:**

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

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

Lectures will develop theories and apply them to problems in economics and business. There will be extensive use of graphing and problem solving. Formal analytic analysis and the economic intuition that underlies it are used.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Mishkin, Serletis	The Economics of Money, Banking, and Financial Markets, 8th Canadian Edition, Pearson	2023
2. Textbook	Williamson	Macroeconomics, 6th Canadian Edition, Pearson	2021
3.			
4.			
5.			

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

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

**Memo for Course Changes**

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

From: Bosu Seo, PhD

Date: April 11, 2025

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

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

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

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

2. Rationale for change:

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

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

Course Learning Outcomes	Program Learning Outcomes (PLOs)	Institutional Learning Outcomes (ILOs)
Investigate, analyze, and write a research paper on a particular topic in economics, including indigenous perspectives and impact of the topic on indigenous communities.	PLO1: Subject Knowledge and Understanding PLO2: Subject Knowledge and its Application PLO3: Effective Use of Relevant Data and Quantitative Methods PLO4: Effective Communication PLO5: Acquisition of Independent Learning Skills	ILO1: Apply Knowledge and Competencies Proficiently ILO2: Examine Critically and Holistically ILO3: Communicate Effectively ILO4: Engage with Indigenous Knowledge Systems ILO5: Contribute Locally and Globally ILO6: Advocate for Equity, Diversity, and Inclusion ILO7: Engage in Reflection for Action

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

NOT APPLICABLE

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

NOT APPLICABLE

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

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

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

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

**Topic Selection**

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

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

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

NOT APPLICABLE

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

NOT APPLICABLE



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECON 490	Number of Credits: 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Directed Studies in Economics <b>Course Short Title:</b> Directed Studies in Economics	
Faculty: Faculty of Social Sciences	Department (or program if no department): Economics
<b>Calendar Description:</b> <p>Directed studies in a selected area of economics under the guidance of a faculty member. This course allows students to continue research from previous courses or explore specific economic issues, sub-fields, or Indigenous economic topics in greater depth. Students will engage with relevant literature, including Indigenous knowledge, conduct econometric analysis, and produce a research paper.</p>	
Prerequisites (or NONE):	ECON 101 and department permission.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>	
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>Yes; cannot be repeated for credit</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Infrequent</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>	
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR cannot be awarded for this course because:        assessment is based on individualized research and supervision that cannot be replicated through prior learning evidence.</p>	
<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> <p>Transfer credit already exists: <b>No</b>        Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>	
Department approval	Date of meeting: March 14, 2025
Faculty Council approval	Date of meeting: June 6, 2025
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026

ECON 490

University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Formulate a research question and hypothesis based on the literature review and identified gaps in the existing economics literature.
2. Assess the applicability and limitations of different economic models and econometric approaches in relation to the research topic.
3. Synthesize diverse academic sources to develop a comprehensive understanding of the research topic.
4. Develop a well-structured and coherent research paper that clearly presents the research findings, supported by relevant evidence.
5. Communicate research findings effectively to diverse audiences through written work and/or presentations.

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

Project:	100%	%	%
	%	%	%

**Details:**

Introduction: 20%  
 Literature review: 20%  
 Methods: 20%  
 Results: 30%  
 Conclusion: 10%

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

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

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

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

Type	Author or description	Title and publication/access details	Year
1.			
2.			
3.			
4.			
5.			

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

Dependent on the topic chosen.

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: April 4, 2025

**Subject: Proposal for revision of ENGL 227, *European Literature in Translation: Romanticism to Modernism***

*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 scheduled for its regular six-year revision. The outline has been revised to reflect greater alignment with the principles of EDI and the most recent ILOs. While canonical European texts remain as core course material, the outline has been revised to include a greater diversity of writers in terms of nationality, ethnicity, and gender. For example, texts by notable Roma writers, such as Mateo Maximoff, will be included, as will those of underrepresented female writers, like Matilde Serao, whose groundbreaking novel *Fantasia* influenced generations of Italian women writers. Discontinued courses are being removed from the prerequisites.

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

Learning Outcomes have been added to reflect the new ILOs. Course LOs 5, 6, and 7 have been added to align with the values of ILOs 5, 6, and 7. These new course LOs reflect an engagement with a diversity of writers and current issues and concerns, and invite the interrogation of texts through the lens of decolonization and Indigenization. For example, course texts that were produced during the heyday of empire and either marginalize or completely ignore Indigenous peoples' history and experiences can be read for the way they underpin the violent legacy of colonialism. LO 2 has been added to reflect the idea that translation alters the meaning of texts, a fact that should be addressed in a course that features exclusively translated texts.

The revised learning outcomes continue to align with the program learning outcomes, and retain an emphasis on information competency, critical analysis, inquiry-based learning, and effective communication. Furthermore, LO 5 places emphasis on self-reflective learning and the integration of learning beyond the classroom, and LO 6 places emphasis on respectful professional practice. Importantly, these outcomes are all enabled by the revised course content and assessment methods outline in the course outline.

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**

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 has been revised to include texts that offer critical perspectives on culturally suppressive practices, including the colonizing of the Indigenous Peoples of the Americas and the active marginalizing of the European and diasporic Romani people. The Reading Journal and Self-Assessment assignments align with the Indigenous pedagogical principle of reflective learning. These assignments reflect the aims of the TRC Calls to Action #62, which demands the development of “culturally appropriate curricula.” Reflective learning (journals and self-assessment) supports culturally responsive education by allowing students to situate themselves in relation to course content. These assignments reflect the TRC’s goal by weaving reflexivity into the student learning process rather than treating reflection as an afterthought. While we understand that the precise meaning of “holistic assessment” is still in the process of being articulated at CACC and UEC, we feel that the self-reflective practice these assignments invite fits with the aims of that pedagogical approach.

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

There is opportunity in this course to focus on European literatures within the context of nationalisms and colonialisms of the nineteenth and twentieth centuries and how these movements were variously endorsed and opposed by writers of this period, such as Jules Ferry, whose influential late nineteenth century speech, *On French Colonial Expansion*, extolled the many “virtues” of French empire, as well as the Austrian anti-nationalist Stefan Zweig. In addition, EDI principles are reflected in the new outline, which features a greater diversity of texts than the previous outline, including writings by women and marginalized ethnic groups. EDI principles are also reflected in course assignments. For example, the Final Paper Project has students explore literary texts through diverse cultural, historical, or theoretical lenses, encouraging them to consider underrepresented voices and reflect on their own situated perspectives. Note that course texts are freely available online.

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.

7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$0**



**ORIGINAL COURSE IMPLEMENTATION DATE:** June 1980  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: ENGL 227	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> European Literature in Translation: Romanticism to Modernism <b>Course Short Title:</b> European Lit in Translation													
Faculty: Faculty of Humanities	Department/School: ENGL												
<b>Calendar Description:</b> Surveys key authors and literary trends from Romanticism to Modernism in continental Europe. Compares two or more different linguistic, cultural, or national groups such as French, German, Russian, Italian, Roma, and/or Spanish in translation.													
Prerequisites (or NONE):	(Any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 108 or ENGL 170).												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15							<b>Total hours</b>	<b>45</b>
Lecture/seminar	30												
Tutorials/workshops	15												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>													
<b>Date of meeting:</b> October 2, 2025													
<b>Date of meeting:</b> November 7, 2026													
<b>Date of meeting:</b> January 30, 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 influential European cultural and literary movements, such as Romanticism, modernism, nationalisms and colonization.
2. Discuss how translation can affect the meaning of texts .
3. Compare texts within a single genre.
4. Describe how literature can contribute to both colonialism and decolonization.
5. Articulate personal responses to assigned texts.
6. Use disciplinary conventions to read, interpret, and write about literary texts.

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

Project:	30%	Assignments:	20%	Quizzes/tests/midterm:	30%
Holistic assessment:	20%		%		%

**Details:**

Final paper project (25%), paper proposal (5%), reading journal (15%), self-assessment (5%), quizzes (10%), midterm exam (20%), short essay (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.*)

Lectures and discussion

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

Type	Author or description	Title and publication/access details	Year
1. Online resource	Voltaire	Candide	1759
2. Online resource	Gustave Flaubert	Madame Bovary	1857
3. Online resource	Charles Baudelaire	Flowers of Evil	1857
4. Online resource	Anton Chekhov	The Cherry Orchard	1903
5. Online resource	Matilde Serao	Fantasy	1891
6. Online resource	Selma Lagerlof	Short Fiction	2021
7. Online resource	Roman et al. eds.	Roma Writings	2021
8. Online resource	Filippo Tommaso Marinetti	The Futurist Manifesto	1909
9. Online resource	Anna Akhmatova	Selected Poems	1969
10. Online resource	Franz Kafka	The Metamorphosis	1915

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

- Introduction: Voltaire, *Candide*
- Rousseau, selections from *The Confessions*
- Baudelaire, selections from *Flowers of Evil*
- Aestheticism: Flaubert, *Madame Bovary*
- Dramatic realism: Chekhov, *The Cherry Orchard*
- Issues in translation: Lagerlof, selections from *Short Stories*
- Writing at the margins: selections from *Roma Writings*
- Rejecting the past, embracing the future: Marinetti, *The Futurist Manifesto*
- Acmeist Poetry: Akhmatova, selections from *Selected Poems*
- Modernism and Alienation: Kafka, *The Metamorphosis*

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, Department Head, English

Date: March 20, 2025

**Subject: Proposal for revision of ENGL 490: Directed Studies in English**

*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: We updated the note on the outline to clarify that the course is not being offered with letters; students can take the course multiple time for credit.

2. Rationale for change:

Changes made to this course are relatively minor. They primarily include updating the learning outcomes for greater precision and to emphasize the need for attention to Indigenous perspectives and decolonial methods no matter the specific topic.

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

The learning outcomes have been updated to include the expectation that students apply appropriate contextual information to the study or creative work they are producing. Although the possible topics and content of a Directed Study, and the possible work students produce, are incredibly diverse, Indigenous and decolonial perspectives are identified as important critical frames that should be applied no matter the topic.

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: [UFW 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 range of options for this course is wide. That said, the flexibility students have in developing a plan in consultation with their faculty supervisor, the multiple ways they might demonstrate their learning, and the emphasis on scholarship as a critical conversation, all support the core values of UFV's Indigenizing Our Academy initiative. Furthermore, the inclusion of Indigenous perspectives and decolonial frameworks in the learning outcomes ensures that, no matter the topic, the course challenges the dominance of Western academic paradigms.

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

Again, ENGL 490 offers opportunity for students to develop an in-depth plan of study on a topic, or produce a researched creative project, that is of particular interest to them, allowing for a great deal of flexibility in terms of content, delivery, and assessment. In this way, it provides a unique learning space tailored to an individual students, or a small group of students, needs.

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 for books



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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: ENGL 490	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Directed Studies in English <b>Course Short Title:</b> Directed Studies in English													
Faculty: Faculty of Humanities	Department/School: English												
<b>Calendar Description:</b> <p>Designed for upper-level students who wish to pursue in-depth study of an author, genre, period, or topic not otherwise offered, in consultation with a faculty supervisor. Students will produce either a creative writing project or an extended literary analysis paper.</p>													
Prerequisites (or NONE):	45 credits of ENGL and department permission.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number:        Cross-listed with:        Equivalent course(s):  <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></p>													
<b>Course Details</b> <p>Special Topics course: <b>Yes</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>Yes; no limit on repeats</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Infrequent</b></p> <p>Maximum enrolment (for information only): <b>6</b></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Supervised directed learning (directed studies only)	60									<b>Total hours</b>	<b>60</b>
Supervised directed learning (directed studies only)	60												
<b>Total hours</b>	<b>60</b>												
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>Yes</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
Department approval	Date of meeting: October 3, 2025												
Faculty Council approval	Date of meeting: November 7, 2026												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

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

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

1. Articulate the design and rationale for a substantial project (for example, extended essay or creative writing project) that includes clear objectives, a plan to achieve them, and a bibliography of primary and secondary reading.
2. Synthesize critical reading and thinking as part of an independent plan of study.
3. Discuss, with examples, the project's central themes and concerns.
4. Demonstrate knowledge of social and historical contexts relevant to the project.
5. Apply critical frames appropriate to the project, including Indigenous and decolonial perspectives.
6. Apply appropriate scholarly conventions and research methods to the project.

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

Assignments:	100%	%	%
	%	%	%

**Details:** Development of working bibliography (10%), annotations of readings (20%), extended paper (5000 words) or equivalent creative project (70%; may include required draft stages)

**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.*)

Weekly discussions with faculty advisor or, when appropriate, others. This course may be repeated multiple times for credit.

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

Type	Author or description	Title and publication/access details	Year
1.			
2.			
3.			

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

Various. The student will closely read, critique, and discuss a substantial body of literature, to be agreed upon with the instructor in advance of the project.

**Course Content and Topics****Example 1, The Gothic in Literatures in Canada**

Primary texts:

- Margaret Atwood, *the Journals of Susanna Moodie*
- John Steffler, *The Afterlife of George Cartwright*
- Karen Solie, *Modern and Normal*
- Richard Van Camp, *Godless but Loyal to Heaven*
- Eden Robinson, *Monkey Beach*
- Sheila Watson, *The Double Hoo*
- Claire Caldwell, *Invasive Species*

Select secondary texts:

- Marlene Goldman, *DisPosession: Haunting in Canadian Literature*
- Cynthia Sugars, *Canadian Gothic: Literature, History and the Spectre of Self-Invention*
- Jennifer Andrews, "Native Canadian Gothic Refigured"
- D.M.R. Bentley, "The Romantic Aesthetics of Settlement in 19<sup>th</sup> century Canada"

**Example 2, Linguistic Diversity in Children's Literature: "It Starts with Hello"**

Creative project: picture book manuscript plus audio celebrating linguistic diversity and linguistic inclusion in the Fraser Valley

Select secondary texts:

- Batho, Nick. "Art and Storytelling on the Streets: The Council on Interracial Books for Children's Use of African American Children's Literature"
- Nation, Kate. Dawson, Nicola. Hsiao, Yaling. "Book Language and Its Implications for Children's Language, Literacy, and Development"
- Yoon, Bogum. "How Does Children's Literature Portray Global Perspectives"; "UNESCO Doubles down on Its Commitment to Inclusive Education in a Multilingual World." UNESCO.Org
- Wilson, Jeffrey R., and Zoe Hope Bulaitis. "What is public humanities?"

**Memo for Course Changes**

To: UEC

From: Global Development Studies

**Subject: Proposal for revision of GDS 340/GEOG 340**

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

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

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify: **removal of cross-listing as GDS 340**

2. Rationale for change:

GEOG 340/GDS 340 is being updated to discontinue the GDS cross-listing. This course will continue as GEOG 340 only. The course instructor agrees that this change enables GEOG faculty to better teach this course, and GEOG 340 will remain in a basket of optional courses for GDS students.

The Faculty of Science supports this change and has provided an updated course outline.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2028  
 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: GEOG 340	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Geographies of Development: Landscapes of Inequality <b>Course Short Title:</b> Geographies of Development													
Faculty: Faculty of Science	Department/School: Planning, Geography and Environmental Studies												
<b>Calendar Description:</b> <p>Focus on landscapes of inequality, global poverty, underdevelopment and development, and diverse approaches to implementing socially, economically, and environmentally sustainable and just development, in Canada and internationally in a post-colonial world. The course explores sustainable development, livelihoods, food security, natural resource management, migration, pandemics, conflict and disasters, sustainable agriculture and food security, gender, climate change, Indigenous knowledge, and community participation through the spatial lens of geography.</p>													
<p>Note: Students with credit for GDS 340 cannot take this course for further credit.</p>													
Prerequisites (or NONE):	45 university-level credits.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) <p>Former course code/number: <b>GDS 340</b>          Cross-listed with:          Equivalent course(s): <b>GDS 340</b>  <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></p>	<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>Yes; cannot be repeated for credit</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every other year</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>												
<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>26</td> </tr> <tr> <td>Experiential (field trip)</td> <td>8</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	26	Tutorials/workshops	26	Experiential (field trip)	8					<b>Total hours</b>	<b>60</b>
Lecture/seminar	26												
Tutorials/workshops	26												
Experiential (field trip)	8												
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> <b>Date of meeting:</b> <b>Date of meeting:</b> January 30, 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 a geographical perspective to the context and processes of development and underdevelopment in the Global South and North.
2. Evaluate, with a critical perspective, the practice of development and its impacts on local communities, Indigenous peoples, and the environment.
3. Explain key development issues in rural and urban development, as well as crucial development concepts such as sustainable development, food security, gender, and community participation.
4. Debate contemporary topics related to the course.
5. Formulate original ideas and analyses concerning international development, situating evidence-based arguments within academic literature.
6. Assess their positionality relative to others in responding to spatial inequality and development challenges.
7. Communicate their innovative response with project stakeholders.

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

Quizzes/tests/midterm:	20%	Assignments:	40%	Project:	40%
	%		%		%

**Details:**

Assignments typically include oral presentations and case study analysis. Each semester the instructor will organize an applied project working with a community partner or development agency. For example, Amnesty International, Food for the Hungry, MCC, or Nairobi Public Space Network sets a challenge or research questions for the class and invites stakeholders to in-person or virtually attend the final class where students present their projects.

**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	Potter, R., T. Binns, J. A. Elliott, E. Nel, & D. W. Smith (eds)	Geographies of Development: An Introduction to Development Studies (4th edition), Routledge.	2018
2. Textbook	Course readings (TBC)		
3.			
4.			
5.			

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

1. Introduction: landscapes of inequality
2. Development and underdevelopment: legacies of colonization
3. Contested development and global actors: sustainable development goals
4. People, resources, and institutions of development
5. Environment, vulnerability, and climate change
6. Rural spaces: poverty, age, and gender
7. Urban spaces: poverty, age, and gender
8. Rural-urban linkages: movements and flows
9. Migration, refugees, and conflict: humanitarian responses to displacement
10. Pandemics, global health, and varying responses
11. Planning and policy responses to development: selected case studies
12. Local knowledge key to a more equitable and just development agenda

**Memo for Course Changes**

To: [UEC](#)

From: [Global Development Studies; School of Culture, Media, and Society](#)

**Subject: Proposal for revision of GDS 310/GEOG 396/SOC 369 and GDS 311/GEOG 398/SOC 398**

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

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

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify: [removal of cross-listings as GDS and SOC](#)

2. Rationale for change:

GDS 310/GEOG 396/SOC 369 and GDS 311/GEOG 398/SOC 398 are being updated to discontinue the GDS and SOC cross-listings. Both courses will continue as GEOG only.

GDS students are required to do a practicum/internship. GDS students have used GDS 310 and GDS 311 courses for their practicums, which are housed in GEOG. A new practicum course, SJGS 300, has recently been created to replace these courses in the GDS programs. SCMS has indicated that SOC 396 and SOC 398 are no longer needed and requested that they also be discontinued.

The Faculty of Science supports this change and has provided updated course outlines.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2020  
 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 396		<b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Canada Internship <b>Course Short Title:</b>														
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Planning, Geography and Environmental Studies													
<b>Calendar Description:</b> <p>This course provides a Canadian experiential learning opportunity for students to apply their classroom learning in a workplace setting under the supervision of a vetted business, government agency, or NGO.</p> <p>Note: Students with credit for GDS 310 or SOC 396 cannot take this course for further credit</p>														
<b>Prerequisites (or NONE):</b>	60 university-level credits, instructor's permission, and department head's permission.													
<b>Corequisites (if applicable, or NONE):</b>														
<b>Pre/corequisites (if applicable, or NONE):</b>														
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>GDS 310/SOC 396</b> Cross-listed with: Equivalent course(s): <b>GDS 310/SOC 396</b> <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): Variable, determined in Consultation with Dean of Science on a per term basis												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>21</td> </tr> <tr> <td>Experiential (internship)</td> <td>315</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>336</b></td> </tr> </table>			Tutorials/workshops	21	Experiential (internship)	315							<b>Total hours</b>	<b>336</b>
Tutorials/workshops	21													
Experiential (internship)	315													
<b>Total hours</b>	<b>336</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> <b>Date of meeting:</b> <b>Date of meeting:</b> January 30, 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. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Apply knowledge from the workplace in future academic coursework, future career opportunities, or independent research.
4. Examine their own values relative to those of an employing agency.
5. Describe the differences and commonalities within the context of community development or sustainability work.
6. Express effectively, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

Assignments:	70%	Field evaluation:	30%	%
	%		%	%

**Details:**

All internship experience is graded on a letter grade basis. The agency supervisor will provide an evaluation of the intern's activities and outputs to the UFV faculty supervisor. The final grade for this course will be assigned by the faculty supervisor when the required number of hours and all required assignments have been completed satisfactorily.

The letter grade will be based on completion of the following:

1. Annotated bibliography of relevant readings prior to start of internship: 10%
2. Biweekly seminar class (if relevant to placements): 15%
3. Mid-term evaluation completed by the agency supervisor: 15%
4. End of term evaluation completed by the agency supervisor (including confirmation of required number of hours): 15%
5. Completion of weekly work plans and/or work journal: 15%
6. Internship portfolio: The internship portfolio should contain the following components, at the minimum: 10%
  - Title page
  - Table of contents
  - Internship learning goals document (signed)
  - Weekly journal entries
  - Internship sponsoring organization information (any brochures on the organization, organization's mission, etc.)
  - At least three samples of internship work product (memos or letters, marketing materials, project reports, etc.)
  - Completed on-site supervisor evaluation form
  - Letter of recommendation from on-site supervisor or one of your other colleagues at the internship organization
  - Resume excerpt – these are the bullet points to update resume to reflect internship experience.
  - Post-internship reflection paper – this is a 3-5 page paper giving a description of your internship duties, discussing your internship learning goals and assessing whether you achieved your goals: 20%

Note that the internship portfolio is a compilation of components that are weighted separately and the 10% for the portfolio is an evaluation of the compilation of components into an integrated whole.

**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 primary instructional method used is experiential, independent learning where students work to integrate development theory and practice in a workplace setting under the direction of a workplace liaison and faculty supervisor. This instructional method provides students with the opportunity to apply classroom concepts in a real world environment. Students will work with the department to secure placement(s), prepare for their internship, and coordinate debriefing when the internship is completed.

Additionally, an integrative seminar will focus on discussion of issues that come up in the internship setting and the presentation of case-studies, theories and ethical dilemmas in the practice setting. The mode of this seminar is dependent on the nature and location of the internship but will occur before, during and after the placement.

**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. Journal	Babacan, H. & Gopalkrishnan, N.	Community work partnerships in a global context	2001
2. Journal	Bradshaw, T. K.	Complex community development projects: Collaboration, comprehensive programs, and community coalitions in complex society	2000

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3. Textbook	Burden, J.	Community building, volunteering and action research	2000
4. Textbook	Tiessen, R. & Huish, R.	Globetrotting or Global Citizenship	2014
5. Textbook	Dekker, P. & Halman, L.	The Values of Volunteering: Cross-cultural Perspectives	2003

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

Students are responsible for all costs associated with the practicum and transportation to and from the internship setting. Please note that in selected cases, funding and/or grants to assist with costs of placement are available.

**Course Content and Topics**

Internship placements are to be coordinated with the department prior to the beginning of the semester.

**Week:**

1. Introduction and overview of seminar course content, expectations, and assignments
2. The purpose of an internship/issues from the field
3. Planning to learn / Getting started / Using supervision / Issues from the field
4. Signed learning contract due
5. Sponsor agency context/Goals/Values issues from the field
6. Issues from the field
7. Mid-term/ agency supervisor evaluation due
8. In-class internship presentations
9. Issues from the field
10. In-class internship presentations
11. Issues from the field
12. Internship portfolio and debriefing



ORIGINAL COURSE IMPLEMENTATION DATE:

January 2009

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

May 2020

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: GEOG 398	Number of Credits: 6 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> International Internship <b>Course Short Title:</b> International Internship													
Faculty: Faculty of Science	Department/School: Planning, Geography and Environmental Studies												
<b>Calendar Description:</b> <p>This course provides an international experiential learning opportunity for students to apply their classroom learning in a workplace setting under the supervision of a vetted business, government agency, or NGO.</p> <p>Note: Students with credit for GDS 311 or SOC 398 cannot take this course for further credit</p>													
Prerequisites (or NONE):	60 university-level credits, instructor's permission, and department head's permission.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> <p>Former course code/number: <b>GDS 311/SOC 398</b></p> <p>Cross-listed with:</p> <p>Equivalent course(s): GDS 311/SOC 398</p> <p><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></p>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Experiential (internship)</td> <td>320</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>340</b></td> </tr> </table>		Lecture/seminar	20	Experiential (internship)	320							<b>Total hours</b>	<b>340</b>
Lecture/seminar	20												
Experiential (internship)	320												
<b>Total hours</b>	<b>340</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <b>No</b></p>													
<b>Department approval</b>													
<b>Faculty Council approval</b>													
<b>Undergraduate Education Committee (UEC) approval</b>													
<b>Course Details</b> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Every semester</b></p> <p>Maximum enrolment (for information only): Variable, determined in Consultation with Dean of Science on a per term basis</p>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>													
<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>													
<b>Date of meeting:</b>													
<b>Date of meeting:</b>													
<b>Date of meeting:</b> January 30, 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. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Apply knowledge from the workplace in future academic coursework, future career opportunities, or independent research.
4. Examine their own values relative to those of an agency.
5. Describe the differences and commonalities within the context of community development or sustainability work.
6. Express effectively, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

Assignments:	70%	Field evaluation:	30%	%
	%		%	%

**Details:**

All internship experience is graded on a letter grade basis. The agency supervisor will provide an evaluation of the intern's activities and outputs to the UFV faculty supervisor. The final grade for this course will be assigned by the faculty supervisor when the required number of hours and all required assignments have been completed satisfactorily.

The letter grade for GEOG 398 will be based on completion of the following:

1. Annotated bibliography of relevant readings prior to start of internship: 10%
2. Biweekly seminar class (if relevant to placements): 15%
3. Mid-term evaluation completed by the agency supervisor: 15%
4. End of term evaluation completed by the agency supervisor (including confirmation of required number of hours): 15%
5. Completion of weekly work plans and/or work journal: 15%
6. Internship portfolio: The internship portfolio should contain the following components, at the minimum: 10%
  - Title page
  - Table of contents
  - Internship learning goals document (signed)
  - Weekly journal entries
  - Internship sponsoring organization information (any brochures on the organization, organization's mission, etc.)
  - At least three samples of internship work product (memos or letters, marketing materials, project reports, etc.)
  - Completed on-site supervisor evaluation form
  - Letter of recommendation from on-site supervisor or one of your other colleagues at the internship organization
  - Resume excerpt – these are the bullet points to update resume to reflect internship experience.
  - Post-internship reflection paper – this is a 3-5 page paper giving a description of your internship duties, discussing your internship learning goals and assessing whether you achieved your goals: 20%

Note that the internship portfolio is a compilation of components that are weighted separately and the 10% for the portfolio is an evaluation of the compilation of components into an integrated whole

**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 primary instructional method used is experiential, independent learning where students work to integrate development theory and practice in a workplace setting under the direction of a workplace liaison and faculty supervisor. This instructional method provides students with the opportunity to apply classroom concepts in a real world environment. Students will work with the department to secure placement(s), prepare for their internship, and coordinate debriefing when the internship is completed.

Additionally, an integrative seminar will focus on discussion of issues that come up in the internship setting and the presentation of case-studies, theories and ethical dilemmas in the practice setting. The mode of this seminar is dependent on the nature and location of the internship but will occur before, during and after the placement.

**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	Epprecht, Marc	Work-study abroad courses in international development studies: some ethical and pedagogical issues Canadian Journal of Development Studies, Vol. 25, No. 4, pp 687-706	2004
2. Textbook	Sachs, J.	The End of Poverty: Economic Possibilities for Our Time	2005

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3.	Textbook	Nichols, P.	Social Survey methods: A Fieldguide for Development Workers	2006
4.	Textbook	Stiglitz, J.	Globalization and its discontents	2002
5.	Textbook	Tiessen, R. & Huish, R.	Globetrotting or Global Citizenship	2014

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

Students are responsible for all costs associated with the placement, including criminal records reviews and transportation to and from the internships setting. Please note that in selected cases funding and/or grants to assist with costs of placement are available.

**Course Content and Topics**

Internship placements are to be coordinated with the department prior to the beginning of the semester.

**Week:**

1. Introduction and overview of seminar course content, expectations, and assignments
2. The purpose of an internship/issues from the field
3. Planning to learn / Getting started / Using supervision / Issues from the field
4. Signed learning contract due
5. Sponsor agency context/Goals/Values issues from the field
6. Issues from the field
7. Mid-term/ agency supervisor evaluation due
8. In-class internship presentations
9. Issues from the field
10. In-class internship presentations
11. Issues from the field
12. Internship portfolio and debriefing

**Memo for Course Changes**

To: College of Arts Curriculum Committee (CACC)

From: Edward Akuffo, Department Head

Date: November 12, 2025

**Subject: Proposal for revision of POSC 110 – Introduction to Canadian Politics**

*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:

These revisions aim to bring the course up to date and ensure full compliance with institutional policies and guidelines. These revisions will align our curriculum with current academic standards and institutional priorities.

Change	Rationale
Calendar description	Has been shortened and clarified to align with current departmental practices (see other POSC course outlines).
Learning Outcomes	Have been updated to align with new DLOs and ILOs.
Assessment Structure	Has been updated to include participation and holistic assessment.
Textbook	Has been updated to include resource written by UVF faculty.
Course Content	Has been updated to reflect changes in the discipline.

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 Outcome	Program Learning Outcome	Institutional Learning Outcome
Describe the key features of the Constitution Act 1867	Apply Knowledge of the Discipline	Apply Knowledge and Competencies Proficiently

	Describe the major concepts; theoretical perspectives and approaches; and historical and contemporary debates in the discipline of political science and its subfields: Political Theory, Canadian Politics, Comparative Politics, Public Policy, and International Relations.	
Describe the principal cleavages in Canadian politics and how political parties respond to these enduring divisions	Apply Knowledge of the Discipline (see above)	Apply Knowledge and Competencies Proficiently
Identify the strengths and weaknesses of the single member plurality electoral system	Apply Knowledge of the Discipline (see above)	Apply Knowledge and Competencies Proficiently
Outline the processes that led to the patriation of the constitution in 1982	Apply Knowledge of the Discipline (see above)	Apply Knowledge and Competencies Proficiently
Explain how the Charter of Rights and Freedoms and the recognition and affirmation of Aboriginal <sup>1</sup> rights have impacted Canadian politics	Defend their Principles Act upon the principles of diversity and inclusion, indigenization, and gender equality in their studies and future careers.	Engage with Indigenous Knowledge Systems

- Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
POSC 110 is a required course for the BA in criminology. These changes will not impact the CRIM program.
- Which program areas have been consulted about the change(s)?  
Given the minor nature of the changes, no consultation is required.
- 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](#)

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<sup>1</sup>The reader may be wondering why the term “Indigenous” was not used in the L.O.s or course description. It should be noted that Article 35 of the Canadian Constitution uses the language “Aboriginal rights” and “aboriginal peoples”.

[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 provides critical information for students to understand Indigenous-settler relations in Canada. For example, the course and textbook discuss Aboriginal rights in Canada, including discussing the history, case law, and political movements that students need to understand to be able to contextualize contemporary Indigenous politics in Canada.
- The course places emphasis on explaining Canadian politics from multiple perspectives, included an Indigenous lens. For example, the course examines Indigenous advocacy by the BC Union of Indian Chiefs that lead to the recognition of Aboriginal treaty rights in Section 35 of the constitution, or the key role that Indigenous advocates like Elijah Harper played in fighting for Indigenous representation in the Meech Lake and Charlottetown Accords.
- The course aims to be accessible to all students, including indigenous students. It does this by incorporating different forms of assessment into student's evaluations, such as critical reflections.

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

- The course content introduces students to the Canadian Charter of Rights and Freedoms, and how it has been used by equity seeking movements, like the LGBTQ+ movement or feminist movement to achieve recognition for key rights like reproductive freedom and same-sex marriage.
- The course aims to be accessible to all students. It does this by incorporating different forms of assessment into student's evaluations, such as critical reflections.

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):

Virtual Textbook Rental - \$47.37

**CWC comment and response:**

- Learning outcome #2: "the main cleavages in Canadian politics" may be confusing to students. Suggest changing this outcome to "Explain the main divisions in Canadian politics and how political parties navigate such divisions" or similar.  
*The word "cleavages" is not equivalent to divisions and we strongly believe that changing the word will be misleading because "cleavages" describes social and political structures and not necessarily social and political divides.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1976  
**REVISED COURSE IMPLEMENTATION DATE:** September 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> POSC 110		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Canadian Politics <b>Course Short Title:</b> Intro to Canadian Politics														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department/School:</b> Political Science													
<b>Calendar Description:</b> Introduces students to the institutions of the Canadian government and the practices of Canadian politics.														
<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> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> 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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>			Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>														
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> November 6, 2025 <b>Date of meeting:</b> December 5, 2025 <b>Date of meeting:</b> January 30, 2026												

POSC 110

University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Describe the key features of the Constitution Act 1867.
2. Explain the main cleavages in Canadian politics and how parties respond to these enduring divisions.
3. Identify the strengths and weaknesses of the single member plurality electoral system.
4. Outline the processes that led to the patriation of the constitution in 1982
5. Explain how the Charter of Rights and Freedoms and the recognition and affirmation of Aboriginal rights have impacted Canadian politics.

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

Quizzes/tests/midterm:	50%	Holistic assessment:	10%	Assignments:	40%
	%		%		%

**Details:**

50% quizzes

40% critical reflections on current events in Canadian politics

10% participation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.****Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Methods will vary with instructors but will typically include lecture, classroom discussion, video presentations, exams, and guest speakers.

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

Type	Author or description	Title and publication/access details	Year
1. Book	Hamish Telford	Engaging Canadian Politics, 2nd	2026
2.			
3.			
4.			
5.			

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

1. Rules of the game
2. Political culture
3. Political parties
4. Elections
5. The executive
6. Parliament
7. Federalism
8. Patriation
9. The Charter of Rights
10. Aboriginal rights
11. Constitutional paralysis
12. Democratic disengagement
13. Conclusion

**Memo for Course Changes**

To: College of Arts Curriculum Committee; Undergraduate Education Committee

From: Edward Akuffo, Department Head, Department of Political Science

Date: November 2025

**Subject: Proposal for revision of POSC 301 Indigenous Politics in Canada**

*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:

- POSC 301 needs to be revised as part of the six-year review process. The course revision aligns the course more closely with the current discussions and practices within Indigenous Peoples' politics in Canada.
- The course title and calendar description have both been revised to reflect the content of the course revision and update this course to better incorporate current discussions among Indigenous scholars and activists
- The learning outcomes have been updated to better follow the UFV guidelines on learning outcomes and to reflect the revised content of the course
- The course texts and evaluation methods now better reflect current scholarship and the revised focus of the course

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

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Analyze the relationship between the institutional framework of Canadian law, Aboriginal law, and Canadian	<ul style="list-style-type: none"><li>• Apply Knowledge of the Discipline</li><li>• Analyze Information</li><li>• Conduct Research</li></ul>	<ul style="list-style-type: none"><li>• Apply Knowledge and Competencies Proficiently</li><li>• Examine Critically and Holistically</li></ul>

federalism and First Nations, Métis, and Inuit experiences with the Canadian state	<ul style="list-style-type: none"> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate Effectively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> <li>• Engage in Reflection for Action</li> </ul>
Distinguish Indigenous understandings of relevant concepts including colonialism, self-determination, self-government, sovereignty, treaties, Indigeneity, Indigenous law, reconciliation, and resurgence.	<ul style="list-style-type: none"> <li>• Apply Knowledge of the Discipline</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> <li>• Engage the World</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Examine Critically and Holistically</li> <li>• Communicate Effectively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> <li>• Engage in Reflection for Action</li> </ul>
Analyze recent events relevant to Indigenous politics and activism in Canada	<ul style="list-style-type: none"> <li>• Apply Knowledge of the Discipline</li> <li>• Conduct Research</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Examine Critically and Holistically</li> <li>• Communicate Effectively</li> <li>• Lead Collaboratively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> <li>• Engage in Reflection for Action</li> </ul>
Assess the impacts of international law for Indigenous Peoples in Canada	<ul style="list-style-type: none"> <li>• Apply Knowledge of the Discipline</li> <li>• Conduct Research</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> <li>• Engage the World</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Examine Critically and Holistically</li> <li>• Communicate Effectively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> <li>• Engage in Reflection for Action</li> </ul>
Integrate Indigenous voices, knowledges, and research methods into their own study of Indigenous politics	<ul style="list-style-type: none"> <li>• Apply Knowledge of the Discipline</li> <li>• Conduct Research</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> <li>• Engage the World</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Examine Critically and Holistically</li> <li>• Communicate Effectively</li> <li>• Lead Collaboratively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> </ul>

		<ul style="list-style-type: none"> <li>• Engage in Reflection for Action</li> </ul>
Evaluate the contributions and impacts of Indigenous and non-Indigenous scholars to understanding Indigenous politics in Canada.	<ul style="list-style-type: none"> <li>• Apply Knowledge of the Discipline</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> <li>• Engage the World</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Examine Critically and Holistically</li> <li>• Communicate Effectively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> <li>• Engage in Reflection for Action</li> </ul>

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? It is part of a list of upper-level courses that students may choose from in the Peace and Conflict Studies major and minor and Sociology/Anthropology major and Anthropology minors in the Bachelor of Arts, in the Indigenous Studies Certificate, and in the Bachelor of Regional and Community Planning degree. The revision will allow the Department of Political Science to offer POSC 301 more frequently, which will benefit both students in Political Science and in other disciplines.
5. Which program areas have been consulted about the change(s)? SCMS-Anthropology
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 focuses on Indigenous politics in Canada. It will familiarize students with histories, legal and institutional frameworks, current politics, and scholarship relevant to Indigenous Peoples' politics and activism.
  - This is a discussion-based course that asks students to read, reflect, listen, and contribute in class.
  - This course encourages Indigenous students to draw on their own knowledge systems and experiences in their research, discussion, and writing for the class. It asks settler students to learn from and respect Indigenous knowledge systems.
  - The course design emphasizes multiple ways of presenting information. Students will contribute to seminar discussion, write personal reflections and research papers, and give oral presentations.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - This course asks students to think about Indigenous perspectives on politics in what is now Canada.
  - Students will read scholarship by a number of Indigenous scholars
  - Students will also read scholarship that focuses on the experiences of Indigenous women and Two-Spirit people with a focus on perspectives from members of these groups

- The assignment design includes written papers and extensive oral discussion. The course focuses on collaborative learning through speaking and listening in class. The written papers allow students the freedom to focus on and research their own interests, and all assignments can be modified to accommodate students with disabilities.

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

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Typical costs will be less than \$150, depending on the cost of the texts assigned. If possible, the books assigned will be available as e-books in the UFV library, creating a zero textbook cost option for students who are comfortable with e-books.

**CWC comments and response:**

- This appears to be a new course rather than a course revision. Please confirm whether this can accurately be considered a course update, or if it should be presented as a new course. (If a new course, is there enough new content that students with credit for POSC 301 should be able to receive additional credit for this course, or is there enough overlap that students should only receive credit for one course?)

Memo response #4 indicates that this will allow the course to be offered more frequently, but it is not clear from the changes to the outline what that statement is connected to. Please clarify.

*This is not a new course, and it was offered in fall 2025, after not being offered for several years. We have changed the title and have a plan to offer the course regularly from now on.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> POSC 301		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Indigenous Politics in Canada														
<b>Course Short Title:</b> Indigenous Politics in Canada														
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Political Science													
<b>Calendar Description:</b> Explores the relationships among Indigenous nations and between Indigenous nations and settler-state governments, through a focus on the politics and practices of Indigenous self-determination in Canada.														
<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> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <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> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> 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>
Lecture/seminar	45													
<b>Total hours</b>	<b>45</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.														
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>														
<b>Department approval</b>		<b>Date of meeting:</b> November 2025												
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 5, 2025												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 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 relationship between the institutional framework of Canadian law, Aboriginal law, and Canadian federalism and First Nations, Métis, and Inuit experiences with the Canadian state
2. Distinguish Indigenous understandings of relevant concepts including colonialism, self-determination, self-government, sovereignty, treaties, Indigeneity, Indigenous law, reconciliation, and resurgence.
3. Analyze recent events relevant to Indigenous politics and activism in Canada
4. Assess the impacts of international law for Indigenous Peoples in Canada
5. Integrate Indigenous voices, knowledges, and research methods into their own study of Indigenous politics
6. Evaluate the contributions and impacts of Indigenous and non-Indigenous scholars to understanding Indigenous politics in Canada.

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

Assignments:	90%	Holistic assessment:	10%	%
	%		%	%

**Details:** Seminar discussion (10%), reflection paper I (20%), reflection paper II (20%), research question (5%), research paper thesis and plan (5%), research presentation (10%), research 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.*)

Methods will vary with instructors, but will typically include short lectures, seminar discussion, audio-visual presentations, and films (e.g. 'Finding Dawn' or 'Kanehsatake: 270 Years of Resistance'), and talks by guest speakers including Indigenous Elders, activists, and leaders.

**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	Andersen, C.	"Métis": Race, Recognition, and the Struggle for Indigenous Peoplehood. Vancouver: UBC Press	2014
2. Online resource	Craft, A. (Stark, H.K., A. Craft & H.K. Aikau, eds.)	"Thawing the Frozen Rights Theory: On Rejecting Interpretations of Reconciliation and Resurgence That Define Indigenous People as Frozen in a Pre-colonial Past." In: Indigenous Resurgence in an Age of Reconciliation. Toronto: Univ of Toronto Press. 96-111.	2023
3. Online resource	Jesperson, J. & S. Wesley	'Waking to Dream:' The Life Stories of Saylesh Wesley, Trans Stó:lō Elder-to-Be." TSQ: Transgender Studies Quarterly 10(3-4): 265-300.	2023
4. Online resource	Nickel, S. A.	Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs. Vancouver: UBC Press.	2019
5. Online resource	Scottie, J., W. Bernauer, & J. Hicks	I Will Live for Both of Us: A History of Colonialism, Uranium Mining and Inuit Resistance. Winnipeg: Univ of Manitoba Press.	2022

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

- Introduction to Indigenous relations with the Canadian state
- Writing about Indigenous Peoples' politics in Canada
- Indigenous self-determination in Canada
- Treaties and the Modern Treaty process
- Gender, sexuality, and Indigenous politics in Canada
- First Nations' political activism, recent history
- First Nations political activism in British Columbia in context
- From "Aboriginalism" to Indigenous rights: Canadian laws, social structures, and Indigenous Peoples
- Métis Nationhood and Canadian politics
- Inuit politics and resource extraction in Nunavut
- Urban Indigenous politics
- (Re)conciliation, resurgence, and self-determination

**UEC Policy Subcommittee Report**

The Policy Subcommittee met on January 16, 2026 to continue the work on three policies: Course Credit (#105), Credentials (#64), and Subsequent and Concurrent Bachelor Degree (#98). The subcommittee is considering recommending combining #64 and #98 into a single policy document with regulations to align all UFV credit credentials under one policy. Progress has been made on #105 with additional consultation planned prior to the next UEC Policy meeting on February 11. The Microcredentials Policy is being reclassified from a Senate Policy to an Administrative Policy and more information will be available soon.



## **MEMO**

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**To:** Dana Landry, Chair, Undergraduate Education Committee  
**From:** Secretariat office  
**Date:** Dec 18, 2025  
**Re:** Vacant Positions on UEC as of July 31, 2026

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Terms of office will be ending on July 31, 2026, for the following members on UEC:

- Thais Amorim, Faculty of Education, Community and Human Development – Faculty
- Susan Stoneson – Faculty of Health Sciences - Faculty
- Donna Derksen – Faculty of Business and Computing - Faculty
- Liam Pyper, Student

The Secretariat office will make a call to senators in February to fill positions on UEC and other standing committees, followed by call to non-senators, from late February to mid-March 2026. An Expression of Interest form will be made available at that time.



## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2025-26

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
<b>Voting Members</b>		
Executive Secretary, Registrar & AVP, Enrolment Management (or designate)	Ongoing	David Johnston, Office of the Registrar
<b>9 faculty members, at least 2 from Senate</b>		
Faculty (senator)	08-01-2024 to 07-31-2027	Dana Landry, Faculty of Social Sciences (Senator) Chair
Faculty (senator)	08-01-2024 to 07-31-2027	Joy Enyinnaya, Faculty of Humanities (Senator)
Faculty of Applied & Technical Studies	08-01-2025 to 07-31-2027	Trevor Murray
Faculty of Health Sciences	08-01-2024 to 07-31-2026	Susan Stoneson
Faculty of Business and Computing	08-01-2024 to 07-31-2026	Donna Derksen
Faculty of Education Community and Human Development	08-01-2024 to 07-31-2026	Thais Amorim
Faculty of Science	08-01-2025 to 07-31-2027	Renee Prasad, Faculty of Science (Senator)
Faculty of Humanities	08-01-2025 to 07-31-2027	Samantha Hannah
Faculty of Social Sciences	08-01-2025 to 07-31-2027	Amanda McCormick
<b>2 deans or associate deans</b>		
Dean	08-01-2024 to 07-31-2027	Allyson Jule, Faculty of Education, Community & Human Dev.
Dean	08-01-2024 to 07-31-2027	Cindy Schultz, Associate Dean, Faculty of Health Sciences
<b>1 academic advisor</b>		
1 staff	08-01-2025 to 07-31-2027	Lisa McMartin
<b>2 undergraduate students</b>		
Student	08-01-2025 to 07-31-2026	Vacancy
Student	08-01-2025 to 07-31-2027	Desmond Devnich
AVP, Teaching and Learning (or designate)	Ongoing	Claire Hay, Specialist, Teaching & Learning
University Librarian (or designated librarian) (ex officio)	Ongoing	Selena Karli, Librarian, Reference & Instruction
<b>Ex-officio Non-voting Members</b>		
Provost & Vice-President, Academic (or designate)	Ongoing	Sylvie Murray (designate)
AVP, Research & Graduate Studies (or designate)	Ongoing	Donna Alary
Executive Director, International Education	Ongoing	David McGuire
AVP, Xwexwilmexwawt	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Donna Alary
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre (or designate)	Ongoing	Bobby Jaswal (designate)
Associate Director, Program Development & Quality Assurance	Ongoing	Chris Campbell
<b>Faculty Council Liaison (Non-voting)</b>		
Faculty of Health Sciences	Ongoing	Amber Johnston
Faculty of Science	Ongoing	
Faculty of Social Sciences	Ongoing	
Faculty of Humanities	Ongoing	
Faculty of Business and Computing	Ongoing	
Faculty of Education Community and Human Development	Ongoing	Carolyn McLaren
<b>Administrative Support (non-member)</b>		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 31 members - 17 voting members and 8 non-voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of January 2026