UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 30, 2026 - 10:00 AM
A225

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

4 - 7 **2.1.** UEC draft minutes: October 2, 2026

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

3.1 Business

8 - 23 **3.1.1.** **BUS 204:** Review with changes
BUS 226/ECON 226: Change to prerequisites
BUS 408: Change to pre/corequisites

MOTION: To approve the BUS course outlines as presented.

24 - 37 **3.1.2.** **BUS 316:** New course, *AI Governance and Adoption in HRM*

MOTION: To approve the new BUS 316 course outline as presented.

38 - 40 **3.1.3.** **Human Resource Management major:** Change to program requirements

MOTION: To approve the changes to the Human Resource Management major as presented, effective September 2027.

41 - 46 **3.1.4.** **Bachelor of Business Administration:** Change to program requirements
Bachelor of Business Administration (Aviation): Change to program requirements
Business Administration diploma: Change to program requirements

MOTION: To approve the changes to the Bachelor of Business Administration, Bachelor of Business Administration (Aviation), and
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Page

Business Administration diploma as presented, effective September 2027.

3.2 Criminology and Criminal Justice

47 - 57 **3.2.1.** **CRIM 416:** Review with changes including prerequisites
CRIM 479: Review with changes including title and prerequisites

MOTION: To approve the CRIM course outlines as presented.

3.3 Health Sciences

58 **3.3.1.** **HSC 210:** Discontinuation
HSC 212: Discontinuation
NURS 120: Discontinuation
NURS 230: Discontinuation

MOTION: To discontinue HSC 210, HSC 212, NURS 120, and NURS 230.

3.4 Modern Languages

59 - 64 **3.4.1.** **FREN 216:** Change to prerequisites
FREN 316: Change to prerequisites

MOTION: To approve the FREN 216 and 316 course outlines as presented.

65 - 68 **3.4.2.** **FREN 219:** Change to prerequisites and total hours

MOTION: To approve the FREN 219 course outline as presented.

69 - 93 **3.4.3.** **HALQ 101:** Change to total hours
HALQ 102: Changes including total hours
HALQ 201: Changes including total hours
HALQ 202: Changes including total hours
HALQ 301: Changes including lab scheduling
HALQ 302: Changes including lab scheduling

MOTION: To approve the HALQ course outlines as presented.

3.5 Social Work and Human Services

94 - 97 **3.5.1.** **SOWK 498:** Review with changes including prerequisites

MOTION: To approve the SOWK 498 course outline as presented.

4. OTHER BUSINESS AND DISCUSSION ITEMS

98 ### 4.1. Framing concept proposal for limitation on admission to programs

MOTION: That UEC approve allowing programs to develop limited competitive admission criteria to be applied when it is determined that there is more

Page

applicant demand than seats available for registered students.

4.2. Policy Subcommittee report

4.3. APPC report

4.4. Senate report

4.5. Senate Teaching and Learning Committee report

5. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

October 2, 2026
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Michael Anaba, Raji Balagopal, Chris Campbell, Donna Derksen, Desmond Devnich, Gurbeer Dhillon, Vlad Dvoracek, Joy Enyinnaya, Samantha Hannah, Shirley Hardman, Bobby Jaswal, David Johnston, Dana Landry, Amanda McCormick, David McGuire, Lisa McMartin, Sylvie Murray, Trevor Murray, Renee Prasad, Awneet Sivia, and Holly Zonneveld
ABSENT:	Amber Johnston, Allyson Jule, Carolyn MacLaren, and Cindy Schultz
GUESTS:	Melvin Akinbule, Avril Alfred, Amber Gazso, Shawn Geniole, Ceilidh Hart, Andrea Hughes, Justin Lee, Ryan Lundell-Creagh, Delinah Marples, Heather McAlpine, Shannon Wright, Tannaz Zargarian
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: September 3, 2026

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. Adult Education

3.1.1. ADED 302: New course, *Disability Justice and Adult Education*

MOTION:
To approve the new ADED 302 course outline as presented.
CARRIED

3.2. Biology

3.2.1. BIO 407: Review with changes

MOTION:
To approve the BIO 407 course outline as amended:

- Faculty Council approval date corrected to March 6, 2026
- Learning outcome #1: "theoretical basis of each of the various technologies" changed to "theoretical principles, components, and mechanisms underlying the technologies studied"

- Learning outcome #4: changed to "Engage with Indigenous Knowledge Givers to explore Indigenous perspectives on biotechnology and reflect on how these perspectives inform ethical and culturally respectful scientific practice"
- Addition of new learning outcome #5: "Understand how biotechnology professionals across local sectors apply biotechnology in scientific, ethical, and community contexts"
- Details for assignments (25%) changed to: literature review and analysis (10%); reflective writing, scientific writing, and communications (5%); and collaborative learning and peer presentations (10%)

CARRIED

3.3. Business

3.3.1. BUS 350: Review with changes including prerequisites

MOTION:
To approve the BUS 350 course outline as presented.
CARRIED; 1 ABSTENTION

3.4. Culture, Media, and Society

3.4.1 MACS 352: New course, *Race and Media*

MOTION:
To approve the new MACS 352 course outline as presented.
CARRIED

3.5. English

3.5.1. ENGL 210: Review with changes
ENGL 312: Review with changes including title
ENGL 376: Review with changes including title
ENGL 386: Review with changes

MOTION:
To approve the ENGL course outlines as presented.
CARRIED

3.5.2. ENGL 308: Discontinuation
ENGL 364: Discontinuation

MOTION:
To discontinue ENGL 308 and ENGL 364.
CARRIED

3.5.3. English Honours: Changes to program requirements
English major: Changes to program requirements
English minor: Changes to program requirements

MOTION:

To approve the changes to the English Honours, major, and minor as presented, effective September 2027.
CARRIED

4. OTHER BUSINESS AND DISCUSSION ITEMS

4.1. Official course outline for CCMS

The draft course outline that has been built in the Curriculum and Calendar Management System (CCMS) was demonstrated and discussed. Specific areas that will need future discussion include typical structure of instructional hours, textbooks, and course content.

4.2. Framing concept proposal for direct admission to majors

MOTION:
That UEC approve the proposal to allow for direct entry to majors, in degrees that have majors.
CARRIED

4.3. Framing concept proposal for limitation on admission to programs

This item was postponed to a future meeting due to time.

4.4. UEC Subcommittee Terms of Reference:

- Policy Subcommittee
- Transfer Credit Subcommittee
- Admissions Subcommittee

Recommendation from Shirley: add to non-voting: seek advice from ISC

MOTION:
To approve the UEC Policy Subcommittee Terms of Reference as amended:
- Clarification that ad hoc policy working groups will be drawn from within the university

CARRIED

MOTION:
To approve the UEC Transfer Credit Subcommittee Terms of Reference as presented.
CARRIED

MOTION:
To approve the UEC Admissions Subcommittee Terms of Reference as amended:
- Membership updated to list Academic or Program Advisor and one additional member separately
- "International Education" updated to "UFV International"
- Addition of "seek advice from the ISC or Xwexwílmexwawt as needed"

CARRIED

4.5. Policy Subcommittee report

There was no report due to time.

4.6. APPC report

There was no report due to time.

4.7. Senate report

There was no report due to time.

4.8. Senate Teaching and Learning Committee report

There was no report due to time.

5. ADJOURNMENT

The meeting was adjourned at 12:07 pm.

Memo for Course Changes

To: Undergraduate Education Committee

From: Gerry Palmer, Interim Director

Date: Aug 15, 2026

Subject: Proposal for revision of BUS 204: Management of Non-Profit Organizations

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 proposed revisions to BUS 204 update the course content to more accurately reflect the contemporary non-profit sector and the growing importance of Indigenous governance and administration within British Columbia and Canada. The revised outline strengthens the integration of Indigenous perspectives by explicitly comparing management practices of mainstream nonprofit organizations with Indigenous administrative organizations throughout the course. The curriculum also incorporates Indigenous governance structures, ethical responsibilities in Indigenous organizations, and the role of nonprofits in Indigenous communities. In addition, course topics have been updated to include emerging organizational forms and future trends affecting the sector, including social enterprises, B Corps, cooperatives, fundraising innovation, and philanthropic awareness. These changes enhance the relevance of the course and better prepare students for employment and leadership opportunities across the nonprofit and community services sectors.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): The revised learning outcomes continue to support the School of Business's emphasis on critical thinking, ethical decision-making, communication, and applied problem solving. Students are required to analyze governance and legal issues, apply nonprofit management principles to real-world situations, evaluate ethical challenges, and compare different organizational management approaches. The enhanced focus on Indigenous governance and administration

broadens students' understanding of diverse organizational contexts and contributes to cultural competency, civic engagement, and inclusive leadership, all of which align with UFV's Institutional Learning Outcomes

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

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

   The Management Area within the School of Business was engaged early in the revision of this course. Its revisions stemmed from extensive, ongoing, intersecting discussions within the School of Business and the Faculty of Business & Computing, including, but not limited to, industry-partner discussions. These revisions (by time of UEC submission) will have been approved by the School of Business Faculty and the 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 course explicitly incorporates Indigenous perspectives throughout the curriculum. Students examine the similarities and differences between nonprofit organizations and Indigenous administrative organizations, explore Indigenous governance systems such as the role of Chief and Council, Indigenous organizational structures, and discuss ethical responsibilities within Indigenous organizations. Course content emphasizes the role of non-profit organizations in Indigenous communities and provides opportunities for students to critically examine organizational models through Indigenous and non-Indigenous lenses. These approaches support UFV's commitments to reconciliation, Indigenous inclusion, and respectful engagement with Indigenous knowledge systems.

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

   The course examines organizational leadership from multiple perspectives and encourages students to analyze how non-profit organizations serve diverse populations and communities. Through case studies, reflections, discussions, and assignments, students engage with issues related to community development, social inclusion, cultural diversity, and equitable service delivery. The integration of Indigenous perspectives alongside mainstream nonprofit management models further promotes inclusive learning and respect for diverse forms of governance and leadership.

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 purchase of the Textbook "Management of Nonprofit and Charitable Organizations in Canada, 5th edition. Approximately $150

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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 204	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Management of Non-Profit Organizations **Course Short Title:** Non-Profit Management	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

This course explores key components of the non-profit sector, including similarities and differences between managing non-profit organizations and Indigenous administrative organizations. Issues relevant to managers, board members, employees, community partners, and volunteers are also explored.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 1, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 30, 2026

Learning Outcomes

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

LO 1. Describe the role of the non-profit sector in the development of communities, including Indigenous communities.
LO 2. Analyze governance and legal issues relevant to the non-profit sector.
LO 3. Describe accounting, human resource, marketing, and AI applications relevant to non-profit organizations.
LO 4. Apply knowledge of non-profit management to case-based problem solving.
LO 5. Identify methods of fundraising, volunteer recruitment, and strategic planning.
LO 6. Describe ethical issues in governance, fundraising, and public relations.
LO 7. Discuss the social and economic contributions of the non-profit sector to local, national, and global communities, including Indigenous communities.
LO 8. Compare non-profit management with Indigenous administrative practices.

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

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

Details: The project is a team project that involves a written analysis of a chosen non-profit organization, an oral and visual presentation, and in-class reflection. Quizzes/tests/midterm is a midterm worth 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, in-class discussion, case analyses, 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	Seel, Keith and Knutsen, Wenjue.	Management of Nonprofit and Charitable Organizations in Canada [LexisNexix Canada]	Current
2.	Online Resource	British Columbia Assembly of First Nations	Governance Governance | British Columbia Assembly of First Nations	Current
3.	Online Resource	Centre For First Nations Governance	Tools and Resources Tools and Resources - Centre for First Nations Governance	Current
4.				
5.				

Course Content and Topics

Module One: Non-profit governance and the role of non-profits in communities
- Scope and role of non-profits in communities, including Indigenous communities
- Non-profit governance, the role of directors, and ethical issues
- Indigenous governance, including the role of Chief and Council
- Ethical responsibilities in non-profits and Indigenous administrative organizations
- Assignment (LO1, LO2, LO4, LO6, LO7, LO8)

Module Two: Management of non-profits
- Accounting and finance issues in non-profit organizations
- Strategic planning
- Human resource management
- Marketing, fundraising, and volunteer recruitment
- Implications of AI for non-profit management
- Managing relationships with community and organizational partners
- Comparison of operational management practices in non-profit and Indigenous administrative organizations
- First Nations organizational structures and governance models
- Assignment (LO3–6, LO7, LO8)

Midterm exam (LO1–3, 6)

Module Three: Future of non-profits
- Current and emerging roles of B Corps and Co-operatives alongside non-profit and Indigenous organizations.
- Emerging trends in fundraising, marketing, and philanthropy
- Assignment (LO1, LO2, LO4, LO7, LO8)

Team project (LO1–6, LO8)

Final exam (LO1–3, LO5, LO6)

Memo for Course Changes

To: Undergraduate Education Committee

From: Gerry Palmer, Interim Director

Date: September 1, 2026

Subject: Proposal for revision of Bus 226/Econ 226

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 prerequisite was removed to increase student access to BUS 226/Econ 226. The remaining pre-requisites are as flexible as possible to facilitate student access to the course while still providing the minimum foundation required for student success. This change is intended solely to improve accessibility and is not expected to affect the quality, rigor, or learning outcomes of the course.

   No other changes have been made to the OCO that was approved in September 2023.

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):

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1994
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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.

Course Code and Number: BUS 226	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Economic and Business Statistics **Course Short Title:** Economic & Business Statistics	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

The application of statistics for business and economics on real data sets, using industry-standard statistical software for data analysis. Concepts learned in this course will be applied in upper-level courses in economics and business.

Note: This course is offered as BUS 226 and ECON 226. Students may only take one of these for credit.

Prerequisites (or NONE):	(STAT 104 or STAT 106) and (MATH 111 or MATH 141).
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **BUS 301/ECON 301**

Cross-listed with: **ECON 226**

Equivalent course(s): **ECON 226**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Supervised laboratory hours (computer lab)	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 1, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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:

LO 1. Explain the different types of sampling methods, sampling distributions, sampling error, central limit theorem, and finite population correction factor.
LO 2. Construct and interpret confidence intervals, and determine sample size, type II error and power calculations.
LO 3. Perform hypothesis testing for one-sample, two-sample tests for independent and related population means, variances and proportions using z-test, t-test and F-test.
LO 4. Use one-way and two-way analysis of variance to investigate the main and interaction effects, and conduct multiple comparisons post-hoc tests.
LO 5. Conduct Chi-square test for cross-tabulation analysis and multiple comparisons of proportions, Chi-square goodness of fit test, and other non-parametric methods like Kruskal Wallis and McNemar tests.
LO 6. Build linear regression models with continuous and categorical predictor variables, dummy coding, interpreting coefficients and interactions.
LO 7. Apply time-series forecasting techniques and identify appropriate models.
LO 8. Solve decision-making problems using probabilistic and non-probabilistic decision analysis techniques including Bayesian analysis.
LO 9. Carry out an applied data analysis project using real data.
LO 10. Analyze data using industry-standard statistical software.

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

Final exam:	40%	Assignments:	15%		%
Quizzes/tests:	30%	Project:	15%		%

Details:

Data analysis project

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 labs/tutorials.

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	Levine, D., Stephan, D.F, & Szabat, K. A.	Statistics for Managers	Current
2.				
3.				
4.				
5.				

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

A calculator approved by the UFV School of Business. (See the UFV School of Business student handbook for approved calculators).

Course Content and Topics

Module One: Sampling distributions and confidence interval estimation
- Sampling and sampling distributions
- Confidence interval estimation
- Finite population correction factor
- Type II error and statistical power calculations
- Assignments (LO 1–2)
- Midterm exam #1 (LO 1–2)

Module Two: Statistical hypothesis testing
- Compare two independent samples means and proportions
- Compare two dependent sample means and proportions
- Compare two sample variances
- Assignments (LO 3)
- Midterm exam #2 (LO 3)

Module Three: Analysis of variance and contingency analysis
- Factorial experimental designs
- One-way and two-way ANOV Tests of goodness-of-fit and contingency tables analysis

- Assignments (LO 4–5)
- Midterm exam #3 (LO 4–5)

Module Four: Predictive modelling

- Covariance, correlation, simple linear regression
- Multiple linear regression with continuous and dummy variables
- Index numbers and forecasting with time-series data
- Decision analysis
- Assignments (LO 6–8)
- Final exam (LO 6–8)

Module Five: Semester-long data analysis project (LO 1-10)

- Data analysis proposal, research questions and hypotheses
- Secondary data collection from publicly available sources
- Data analysis, report writing, and presentation

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2011
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 2032
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: ECON 226	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Economic and Business Statistics **Course Short Title:** Economic & Business Statistics *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business
Official Course Outline: This is a cross-listed course. Please refer to **BUS 226** for the official course outline.	
Calendar Description: The application of statistics for business and economics on real data sets, using industry-standard statistical software for data analysis. Concepts learned in this course will be applied in upper-level courses in economics and business. Note: This course is offered as BUS 226 and ECON 226. Students may only take one of these for credit.	
Prerequisites (or NONE):	(STAT 104 or STAT 106) and (MATH 111 or MATH 141).
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: **BUS 301/ECON 301** Cross-listed with: **BUS 226** Equivalent course(s): **BUS 226** *(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.)*	**Transfer Credit** Transfer credit already exists: *(See bctransferguide.ca.)* ☐ No ☒ Yes Submit outline for (re)articulation: ☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Department approval	**Date of meeting:**	September 1, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 30, 2026

Memo for Course Changes

To: Undergraduate Education Committee

From: Gerry Palmer, Interim Director, and Dr. Jelena Brcic

Date: September 1, 2026

Subject: Proposal for revision of BUS 408: Teamwork in Organizations

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 co-requisite was removed to increase student access to BUS 408. In past terms, prerequisite waivers were given to students without BUS 304. The remaining pre-requisites are as flexible as possible to facilitate student access to the course while still providing the minimum foundation required for student success. This change is intended solely to improve accessibility and is not expected to affect the quality, rigor, or learning outcomes of the course.
   No other changes have been made to the OCO that was approved in May 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):

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2005
REVISED COURSE IMPLEMENTATION DATE: January 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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 408	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Teamwork in Organizations **Course Short Title:** Teamwork in Organizations	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Teams are essential to organizations. This course blends theoretical insights into team development and performance with practical applications of teamwork, emphasizing the importance of interconnectedness between the individual, team, organization, and the community.

Prerequisites (or NONE):	60 university-level credits including BUS 203.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **BUS 307B**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 1, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 30, 2026

Learning Outcomes

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

LO 1. Describe the stages of team development and the key characteristics of each stage.
LO 2. Demonstrate effective verbal and non-verbal communication skills within team settings.
LO 3. Apply strategies to identify, address, and resolve team conflicts constructively.
LO 4. Utilize techniques to influence team members and guide team dynamics.
LO 5. Analyze team decision-making processes to identify strengths and areas for improvement.
LO 6. Implement methods to foster creativity and innovation within a team environment.
LO 7. Integrate Indigenous perspectives and skills to enhance team collaboration and performance.
LO 8. Evaluate team performance using specific metrics.
LO 9. Provide actionable feedback for improvement.
LO 10. Reflect on how the course content and assessment activities can be applied to enhance collaboration and address challenges in both local, including Indigenous, and global community contexts.
LO 11. Apply teamwork concepts to develop innovative solutions to real-world problems within local and global communities.

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

Assignments:	40%	Holistic assessment:	20%	
Project:	40%		%	

Details: Assignments include 10% class contribution.

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

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

Lectures, seminars, and group assignments.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Levi, D.	Group dynamics for teams [Sage]	Current
2.	Other	Current and peer-reviewed journal articles	UFV Library Databases	
3.	Indigenous knowledge	Inclusive Futures: Indigenous Engagement in Canada's Workforce	Davey, J., Fiddler, D. R., Giang, V., McCaie, A., & Shuriye, M. (2020). Inclusive Futures: Indigenous Engagement in Canada's Workforce. Action Canada. Retrieved from https://actioncanada.ca/publications/inclusive-futures-indigenous-engagement-in-canadas-workforce/	2020
4.	Other	The Sustainable Development Goals Report	United Nations. (2024). The Sustainable Development Goals Report 2024. Retrieved from https://unstats.un.org/sdgs/report/2024	2024
5.				

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

n/a

Course Content and Topics

Module One: Teamwork processes
- Group socialization
- Increasing team motivation and cohesion
- Dividing work in teams
- Challenges of cooperation and competition
- Communication flow in teams
- Interconnectedness of individual with the team focussing on Indigenous ways of engagement

Assignments and participation (LO 1, 2)
Holistic assessment (LO 10)
Module Two: Power and influence in teams
- Types of conflict in teams
- Managing team conflict
- Bases of power in teams
- Empowering team members
- Approaches to leadership

Participation (LO 3, 4)
Team project (LO 1–4)
Holistic assessment (LO 10)
Module Three: Problem-solving in teams
- Advantages and disadvantages of group decision-making
- Decision-making techniques
- Functional and prescriptive approaches to problem-solving
- Team creativity techniques
- Interconnectedness of the team with the organization

Assignments and participation (LO 5, 6)
Team project (LO 5, 6)
Holistic assessment (LO 10)
Module Four: Evaluating and rewarding teams
- Defining team success
- Team performance evaluations
- Effects of diversity in teams
- Reward systems
- Team training practices
- interconnectedness of the team with the community

Participation (LO 7 -10)
Team project (LO 1–11)
Holistic assessment (LO 10)

Memo for New Course

To: UEC

From: Gerry Palmer, Acting Director, School of Business/Dr. Donna Derksen, Assistant Professor, School of Business, HRM and OS

Date: September 1, 2026

Subject: Bus 316: AI Governance and Adoption in HRM

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

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

This third-year Strategic AI Governance and Adoption in HRM course is designed to address the evolving needs of the business world, seamlessly integrating into the BBA program to equip students with essential skills in Artificial Intelligence governance and adoption framework within strategic HR management. The academic literature is explicit that AI is transforming every major HR function, creating both new efficiencies and previously uncharted risks that demand structured professional competence. Jiang et. al.'s (2025) systematic literature review analyzing 43 peer-reviewed articles published between 2016 and 2024 identified four principal themes: AI's ability to improve standardization and objectivity in HR processes; risks related to algorithms that could perpetuate systemic bias; the human, data, and algorithmic origins of these issues; and strategies for mitigation including participatory design, explainability, human oversight, and ethical governance. Further, Ait Bakader et al.'s (2025) peer-reviewed study on AI governance in HRM in smart cities argued that a balance between human intelligence and AI capabilities is urgently needed to address inherent tensions between technological efficiency and ethical requirements. These findings, simultaneously promising and cautionary, establish why a dedicated HRM AI governance course is both timely and necessary. Developed to meet industry standards and student feedback, this course addresses the following requirements:

- **Chartered Professional in Human Resources (CPHR) Requirement:**
    - Achieving CPHR accreditation, the nationally recognized designation in human resources, requires mastery of nine specific competencies and twelve general competencies (CPHR Canada, 2021)
    - In 2025, CPHR released a seminal report on AI for HR: A Guide to Effective Prompts to support mastery of the nine specific competencies and twelve general competencies
    - This course directly aligns with CPHR's (2025) seminal report and supports AI competency and ethical practice within all CPHR competencies
- **Industry-Identified Need:**
    - At both the April 2026 School of Business External Advisory Committee and the May 2026 School of Computing (within the Faculty of Business and Computing) External Advisory Committees, the need for this type of AI governance and knowledge development in our students was brought forward by business stakeholders

  - McLean & Company's (2026) Industry Report speaks to the urgent need for this knowledge in industry
- **Student Request:**
  - Feedback from students indicated a need for hands-on experience with ethical AI usage
- **UDL Framework of Engagement Principles Alignment:**

The HRM AI Governance course is designed with the Universal Design for Learning (UDL) framework at its core, intentionally addressing all three principles across its structure.

- **Principle I (Multiple Means of Representation)** is supported through the use of peer-reviewed articles, regulatory documents, case studies, and visual governance frameworks, ensuring that course content is accessible across diverse learning styles and backgrounds.
- **Principle II (Multiple Means of Action & Expression)** is embedded in the course's varied assessment design where students may demonstrate competency through multiple assessment methods, rather than a single examination format. The course finds its deepest alignment, however, with:
- **Principle III (Multiple Means of Engagement):** the *"why"* of learning is supported by the course's clear real-world relevance. Current AI regulation, the risk of algorithmic bias for workers, and the impact on students' future HR practice make the content inherently meaningful and motivating. By offering structured topic choices, scaffolded assessments, collaborative learning, and brief reflective activities, the course addresses Guidelines 7, 8, and 9 by welcoming students' identities and experiences, supporting sustained effort, and developing self-regulation skills for ethical, professional practice.

Note: Because BUS 313 (HRM Data Analytics) was approved in Winter 2025, and the proposed BUS 316 (AI Governance and Adoption in HRM) both engage with technology in HR, some UEC committee members may find it helpful to see how they relate, especially if this is not their primary area of expertise. BUS 313 focuses on *using HR data analytics tools* to generate and interpret HR metrics for better decision-making. BUS 316, by contrast, focuses on *governing and leading* the use of AI systems in HR, with emphasis on regulation, ethics, Indigenous data principles, and change leadership. In short, BUS 313 is about *analyzing HR data*, while BUS 316 is about *governing AI that uses or affects that data.* They are therefore related but distinct, and this note is provided to help situate the new course in relation to existing offerings, not to suggest that they be combined or that both are required. Appendix A is provided to chart the differences between each course's focus visually.

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):**

Care was taken during the course's development to ensure alignment with UFV's Institutional Learning Outcomes. Details of this alignment are mapped below.

Course Learning Outcomes (CLO)	UFV Institutional Learning Outcomes	How?
1. Analyze the Canadian legal and regulatory landscape governing AI as it applies to HRM to support~~ensure~~ accountable systems and organizational compliance with emerging privacy, data protection, and human rights legislation.	ILO 1 – Apply Knowledge and Competencies Proficiently ILO 6 – Contribute Locally and Globally	Requires direct application of legal frameworks to real HR practice Regulatory compliance is both a local organizational responsibility and a globally emerging governance imperative
2. Evaluate AI-driven HR processes through the lens of organizational justice to identify and mitigate discrimination in both the implementation of algorithms and the generation of content.	ILO 2 – Examine Critically and Holistically ILO 7 – Advocate for Equity, Diversity, and Inclusion	Organizational justice analysis requires multi-perspective, holistic critical evaluation of AI systems Directly addresses discriminatory impacts of algorithms on equity-seeking groups in workplaces
3. Analyze the ethical implications of AI implementation to promote the inclusion and advancement of Indigenous people and diverse populations in the workforce while preventing the reinforcement of systemic biases.	ILO 5 – Engage with Indigenous Knowledge Systems; ILO 7 – Advocate for Equity, Diversity, and Inclusion	OCAP®, CARE, and UNDRIP are taught as governance frameworks, directly engaging Indigenous ways of knowing and self-determination Systemic bias prevention in AI is inherently an EDI advocacy competency
4. Critically assess the digital authenticity and accuracy ~~in~~ of AI-generated outputs in HR investigations and data-driven-decisions, applying~~to maintain~~ professional skepticism and standards of integrity ~~during HR~~	ILO 2 – Examine Critically and Holistically ILO 1 – Apply Knowledge and Competencies Proficiently	Evaluating AI-generated content for bias, error, and manipulation requires both analytical rigour and domain-specific professional competency Professional skepticism is a core applied skill for HR practitioners using AI tools

~~investigations and data-driven decision-making~~.		
5. Synthesize AI applications across the core Chartered Professional in Human Resources (CPHR) competencies to develop strategic frameworks ~~that align emerging technology~~ with professional standards and organizational goals.	ILO 3 – Communicate Effectively ILO 4 – Lead Collaboratively	The policy project and stakeholder simulation require students to articulate governance rationale clearly to diverse audiences Stakeholder simulation specifically develops collaborative leadership across competing organizational interests
6. Formulate a strategic digital transformation framework to enhance human-centric innovation while mitigating change fatigue.	ILO 8 – Engage in Reflection for Action LO 6 – Contribute Locally and Globally	Structured reflection assignments connect personal values to professional governance practice AI governance is a rapidly evolving field; positioning students as lifelong learners contributes to both local organizations and global governance conversations.

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

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

The HRM/OB Area within the School of Business was engaged early in the development of this course. Its development stemmed from extensive, ongoing, intersecting discussions within the School of Business and the Faculty of Business & Computing, including, but not limited to, industry-partner discussions. This course (by UEC submission) will have been approved by the School of Business Faculty and the Faculty of Business and Computing.

4. If a new discipline designation is required, explain why: N/A

5. 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 the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course contributes to Indigenizing the Academy through intentional integration of Indigenous governance frameworks, knowledge systems, and community voices across curriculum design, topic selection, assignment structure, and course delivery. In direct response to the TRC Calls to Action,

particularly Calls 62 and 65, which call upon post-secondary institutions to integrate Indigenous knowledge and teaching methods into classrooms and to fund community-controlled research, the course positions Indigenous data governance frameworks not as supplementary content but as foundational, co-equal governance models alongside Western regulatory frameworks. Specifically, the OCAP® Principles (Ownership, Control, Access, and Possession), developed by the First Nations Information Governance Centre, and the CARE Principles (Collective Benefit, Authority to Control, Responsibility, and Ethics) are taught throughout the course, inviting students to critically compare who owns data, who sets the terms of its use, and whose values are encoded in governance structures. In alignment with UNDRIP Articles 18, 19, and 31, which affirm Indigenous Peoples' rights to participate in decision-making on matters that affect them, to Free Prior and Informed Consent, and to maintain and transmit their knowledge systems

Note: The Indigenous governance frameworks introduced in this module (OCAP®, CARE Principles, UNDRIP) are taught as policy and governance documents. Instructors do not require specialized cultural knowledge to facilitate these topics, but rather extensive business knowledge of these frameworks and their relevance within modern business. The recommended facilitation approach includes, but is not limited to, presenting a comparative framework table and inviting students to analyze the philosophical and practical differences between frameworks. Where available, instructors must make every effort to have guest contributors from local First Nations communities or Indigenous HR organizations to enrich delivery.

6. **How does the course reflect equity, diversity, and inclusion principles through assignment design, topic selection, curriculum delivery, or other methods?**

The course reflects equity, diversity, and inclusion (EDI) principles not as a standalone topic but as a structural and pedagogical commitment woven throughout assignment design, topic selection, and curriculum delivery.

At the curricular level, **Learning Outcome 3** explicitly requires students to *"analyze the ethical implications of AI implementation to promote the inclusion and advancement of Indigenous people and diverse populations in the workforc, while preventing the reinforcement of systemic biases"*, ensuring that EDI is not peripheral content but a formally assessed competency. **Learning Outcome 2** extends this further by requiring students to evaluate AI-driven HR processes through the lens of *organizational justice*, a framework that centers fairness, equity of treatment, and the rights of employees who are most vulnerable to algorithmic discrimination, including racialized workers, women, persons with disabilities, and Indigenous peoples.

At the course content level, in **Module 1**, the course grounds students in the Canadian legal landscape, which is explicitly framed around protected characteristics and equitable treatment in employment. **Module 2** addresses algorithmic bias and data ethics directly, examining how AI systems trained on historically biased data reproduce and amplify discrimination in recruitment, performance management, and promotion decisions, with specific attention to the disproportionate impact on equity-seeking groups. **Module 3** brings EDI into leadership and change management practice through

the *inclusive AI governance comparative frameworks* activity, which positions OCAP®, CARE Principles, and UNDRIP as legitimate, co-equal governance philosophies, inviting students to interrogate whose values are encoded in governance structures and whose communities bear the greatest risk when those structures fail.

At the assessment design level, the stakeholder simulation project requires students to simultaneously represent and authentically argue the perspectives of employees, equity-seeking community groups, legal advocates, and organizational leaders, building the empathic reasoning and perspective-taking capacity that EDI leadership demands. Further, it requires that student-developed AI governance frameworks explicitly address bias mitigation, transparency, and the inclusion of diverse and Indigenous populations as a graded requirement rather than an optional consideration. Finally, the course's class size creates a small-group, psychologically safe learning environment in which students from equity-seeking groups can engage with personally resonant material, including algorithmic discrimination they may have experienced themselves, with dignity and appropriate care.

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.:

While this course covers AI technologies and platforms, no proprietary software purchase is required for course completion. Learning objectives are fully achievable through freely available tools (such as open-access AI platforms, government regulatory documents, and publicly available datasets), published case studies, and peer-reviewed academic resources. Where hands-on tool exploration enhances learning, instructors will leverage free-tier platforms or pursue external sponsorship partnerships with HR technology vendors or professional associations such as CPHR BC & Yukon. This approach ensures the course remains financially accessible to all students and institutionally sustainable without additional technology budgets.

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

No Additional costs will be incurred. (See section above.)

References

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Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to action*. Truth and Reconciliation Commission of Canada. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Appendix A: Comparision between Bus 313 and Bus 316

Aspect	BUS 313 – HRM Data Analytics	BUS 316 – Strategic AI Governance and Adoption
Primary emphasis	Applying HR analytics methods and software to organizational data	Designing and governing AI adoption, policy, and oversight in HRM
Core skill set	Data analysis, metrics, visualization, evidence-based HR decisions	Governance frameworks, regulation, ethics, bias mitigation, transformation leadership
Technology focus	HRIS and analytics tools in general	AI/algorithmic systems (e.g., automated screening, AI-generated content)
Indigenous/EDI focus	Analytics for inclusive workforce outcomes (3Ps, TRC, UNDRIP in analytics context)	Governance frameworks grounded in Indigenous data principles (OCAP®, CARE) and AI-specific discrimination risks

To: Campus-Wide Consultation <cwc@ufv.ca>
Subject: [CWC] BUS 316 (new course) and Human Resource Management major

The UEC Pre-Check Subcommittee has reviewed this and has the following comments:

- Should this course be submitted for transfer credit articulation?
- Some of the learning outcomes, in particular LO 1 and LO 5, seem to have more information than is typically included. Pre-Check suggests considering whether these can be split into more than one, or truncated to remove the "why" of the outcome. For example, LO 1 could end after "…HRM", and LO 5 could either end after "…competencies" or become "Synthesize AI applications across the core Chartered Professional in Human Resources (CPHR) competencies" and "Develop strategic frameworks that align emerging technology with professional standards and organizational goals". LO 4 could be split into "Critically assess digital authenticity and accuracy in AI-generated outputs" and "Demonstrate professional skepticism and integrity during HR investigations and data-driven decision-making".
- There were no concerns about the addition of this course to the HRM major.

From: Donna Derksen <Donna.Derksen@ufv.ca>
Subject: Re: [CWC] BUS 316 (new course) and Human Resource Management major

Hello Amanda and colleagues,

Thank you for the committee's review and suggestions. In considering the feedback, I have reviewed the learning outcomes as they were initially created and intended - as connected progression. LOs 1–4 emphasize analysis, evaluation, and critical assessment in support of responsible professional practice, while LOs 5–6 bring that learning together through synthesis and the development of strategic frameworks. This intended progression is also reflected in the module outlines, which move from legal and ethical foundations, through professional skepticism and competency integration, to strategic transformation and human-centric leadership. My decisions about what to revise and retain have therefore been guided by each outcome's role within this overall design. I have tightened wording where it improves clarity while retaining the scope, professional application, and performance criteria needed to preserve the connections between the learning outcomes and the work students undertake in the modules.

For LO 1, I have retained its substantive scope while replacing "ensure" with "support" to more accurately reflect what students' analysis can accomplish. Although concision is valuable, the concluding clause specifies the professional application of the analysis and its relevant legal domains, rather than merely explaining why the topic matters. Ending the outcome after "HRM" would remove these expectations and weaken the distinction between general analysis of the regulatory landscape and its application to accountable, legally compliant HRM practice. This is important as the regulatory landscape does not yet focus attention on HRM considerations.

I have revised LO 4 to clearly articulate that 'critical assessment' is the principal measurable action and to clarify the professional context in which students demonstrate it. Professional skepticism and integrity are not intended as separate, general outcomes; they describe how students must assess AI-generated outputs in HR investigations and data-driven decision-making. Retaining these elements within one outcome preserves the connection between critical assessment and responsible professional practice.

I have revised LO 5 to make strategic frameworks the direct product of synthesis, rather than a separate learning outcome. Professional standards and organizational goals specify the alignment criteria for those frameworks, rather than simply explaining the "why." Retaining these elements within one outcome preserves the connection between cross-competency synthesis and its strategic application. The reference to emerging technology has been removed because the course's evolving technological context is already established in the description and content.

I have inserted the edit changes (in track mode) in the OCO. Here are all LOs with the edits for quick review:

> LO 1. Analyze the Canadian legal and regulatory landscape governing AI as it applies to HRM, to support accountable systems and organizational compliance with emerging privacy, data protection, and human rights legislation.
>
> LO 2. Evaluate AI-driven HR processes through the lens of organizational justice to identify and mitigate discrimination in both the implementation of algorithms and the generation of content.
>
> LO 3. Analyze the ethical implications of AI implementation to promote the inclusion and advancement of Indigenous people and diverse populations in the workforce while preventing the reinforcement of systemic biases.
>
> LO 4. Critically assess the digital authenticity and accuracy of AI-generated outputs in HR investigations and data-driven decision-making, applying professional skepticism and standards of integrity.

LO 5. Synthesize AI applications across the core Chartered Professional in Human Resources (CPHR) competencies into strategic frameworks aligned with professional standards and organizational goals.

LO 6. Formulate a strategic digital transformation framework to enhance human-centric innovation while mitigating change fatigue.

Lastly, we could submit this for transfer credit articulation. However, there will be few other courses that are direct comparables.

For transparency, I used Perplexity AI (paid version) to help review the committee's feedback, compare alternative wording for the learning outcomes, and draft and refine this response. I also used it to ensure the connections between the outcomes and module outlines that were initially created for this course remain central and intact. I critically reviewed the suggestions, challenged revisions that altered the intended learning, and made the final editorial decisions about what to revise or retain. The course's subject-matter judgments and the final wording remain my responsibility.

Please reach out if you have any questions.

Take care,

Dr. Donna Derksen (CPHR, MBA, PhD)

Assistant Professor

School of Business

Human Resources and Organizational Studies

C2443

ORIGINAL COURSE IMPLEMENTATION DATE: September 2027
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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 316	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: AI Governance and Adoption in HRM **Course Short Title:** AI Governance & Adoption HRM	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Students formulate strategic Artificial Intelligence (AI) governance and adoption frameworks for Human Resource Management (HRM). These frameworks ensure that HRM AI policies and practices are strategic, value-driven, accountable, and supportive of equitable and culturally responsive HRM practices, including Indigenous perspectives. The course integrates theory, ethical oversight, current and emerging research, and immersive stakeholder simulations.

Prerequisites (or NONE):	BUS 201.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	35
Tutorials/workshops	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 1, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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:

LO 1. Analyze the Canadian legal and regulatory landscape governing AI as it applies to HRM, to support accountable systems and organizational compliance with emerging privacy, data protection, and human rights legislation.
LO 2. Evaluate AI-driven HR processes through the lens of organizational justice to identify and mitigate discrimination in both the implementation of algorithms and the generation of content.
LO 3. Analyze the ethical implications of AI implementation to promote the inclusion and advancement of Indigenous people and diverse populations in the workforce while preventing the reinforcement of systemic biases.
LO 4. Critically assess the digital authenticity and accuracy of AI-generated outputs in HR investigations and data-driven decision-making, applying professional skepticism and standards of integrity.
LO 5. Synthesize AI applications across the core Chartered Professional in Human Resources (CPHR) competencies into strategic frameworks aligned with professional standards and organizational goals.
LO 6. Formulate a strategic digital transformation framework to enhance human-centric innovation while mitigating change fatigue.

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

Quizzes/tests/midterm	25%	Project:	25%	Holistic assessment:	10%
Final exam:	25%	Assignments:	15%	[click to select]	%

Details:

- The assignment includes but is not limited to in-class discussion engagement.
- Quizzes/tests/midterm is the midterm exam.
- Both the midterm and final exams will be in short-answer and essay formats.
- The holistic assessment includes an analog weekly reflection. The holistic assessment is graded on engagement on the reflection topic.
- The project will have students working in small teams to create a strategic digital transformational framework and present their solutions in the final class.

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

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

The format of the course includes lectures, presentations, group projects, business partners and UFV student-advisory guests.

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	Wilkinson et al.	The FAIR Guiding principles for scientific data management and stewardship	2016
2.	Online resource	CPHR British Columbia & Yukon	AI for HR: A Guide to Effective Prompts, CPHR Competency Framework	2025
3.	Other	United Nations AI Advisory Board	Governing AI for Humanity: Final Report	2024
4.	Other	United Nations Economic & Social Council Report	Permanent Forum on Indigenous Issues: Report on the twenty-fourth session	2025
5.	Indigenous knowledge	Carroll et al. (2020)	The CARE Principles for Indigenous data governance. *Data Science Journal*, *19*(1)	2020
6.	Indigenous knowledge	The First Nations Information Governance Centre (FNIGC)	The First Nations Principles of OCAP	Current
7.	Other	Government of Canada	Canada's national artificial intelligence strategy: AI for *all.*	2026

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

None

Course Content and Topics

Module 1: Foundations of AI Governance, Ethics, and Inclusion

- Part I: The Regulatory & Legal Landscape
  - Navigating the emerging Canadian regulatory landscape for automated decision systems.
  - Establishing frameworks for accountability and transparency in high-impact AI applications.
  - Managing organizational obligations regarding data protection and information privacy.
  - Introduce OCAP (ownership, control, access, and possession) as an alternative governance paradigm.

- Comparing Indigenous-developed AI Principles with European/North American AI Principles and their impact.
- Part II: Ethics, Justice, and Indigenization
  - Evaluating AI through the lens of human rights legislation and algorithmic fairness to prevent workforce discrimination.
  - Analyzing the ethical implications of AI to support equitable and culturally responsive HRM practices, including Indigenous perspectives.
  - Developing mechanisms to identify and address systemic biases in automated feedback and evaluation processes.

All evaluation methods utilized to measure Module 1 (LO1, LO2, LO3)

Module 2: Professional Skepticism and AI Competency Integration

- Part I: The Need for a Critical Eye
  - Identifying and mitigating AI "hallucinations" to ensure factually correct HR outputs.
  - Evaluating AI-generated content for accuracy, completeness, and relevance to the organization's unique culture.
  - Maintaining professional skepticism during AI-assisted HR investigations to protect the integrity of the process.
- Part II: AI for the CPHR Practitioner
  - Synthesizing AI applications across the nine core CPHR competencies.
  - Applying HR-specific frameworks (like STAR or GROW) to structure effective AI interactions and prompts.
  - Leveraging expert personas to gain targeted insights for specialized HR business cases.

All evaluation methods utilized to measure Module 2 (LO4, LO5)

Module 3: Strategic Transformation and Human-Centric Leadership

- Part I: Leading Human-Centric Change
  - What distinguishes a human-centric AI adoption strategy from a technology-led one.
  - HRM leader's role as governance steward.
  - Reconciliation-informed governance in practice.
  - Managing organizational resistance to AI governance policies.
  - Balancing worker energy, psychological safety, and empathy with rapid technological adoption.
- Part II: Cross-Functional Strategy (The Roadmap)
  - Designing a Strategic AI Roadmap that aligns emerging technology and governance frameworks with organizational vision and mission.
  - Managing the strategic partnership between HR, IT, and Finance to ensure measurable Return on Investment (ROI).
  - Immersive Stakeholder Simulation: Negotiating the transformation roadmap with other key stakeholders.

All evaluation methods are utilized to measure Module 3 with a special focus on Projects. (All LOs, focus on LO6)

Memo for Program Changes

To: UEC Committee

From: Gerry Palmer, Acting Director, School of Business

Date: September 1, 2026

Subject: Program change (BBA Program, Human Resource Management major)

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

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

2. Rationale for change(s):

BUS 316 AI Governance and Adoption in HRM is a new third-year course designed to address the evolving needs of the business world, seamlessly integrating into the BBA program and HRM major to equip students with essential skills in Artificial Intelligence governance and adoption frameworks within strategic HR management. This course was developed to meet industry standards, stakeholder demand, and student feedback. This course will be noted in the Calendar Copy within the Upper-level requirements: 30 credits

Human Resource Management electives

Four upper-level business electives for the Human Resource Management major must be chosen from the following list.

Course	Title	Credits
BUS 306	Strengths-Based Development	3
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Organization Theory	3
BUS 309	Selected Topics in Human Resource Management	3
BUS 313	HRM Data Analytics	3
BUS 315	Cultivating Positive Workplaces	3
BUS 316	AI Governance and Adoption in HRM	3
BUS 377	Cooperative Enterprises	3

BUS 378	Organizational Culture, Climate, and Change	3
BUS 379	Cross-Cultural Management	3
BUS 400	Business, Society, and Nature	3
BUS 407	Gender and Diversity in Organizations	3
BUS 408	Teamwork in Organizations	3
BUS 417	Performance Evaluation and Management (discontinued)	3
BUS 419	Strategic Human Resource Planning (discontinued)	3
BUS 430	Management of Innovation	3
BUS 477	Fair Trade and Ethical Consumption	3
BUS 478	Workspaces, Built Places	3
BUS 492	Directed Studies (see Note)	3
CMNS 345	Instructional Skills for the Workplace	4
CMNS 380	Communicating in the Cross-Generational Workplace	3
CMNS 445	Facilitation Skills for the Workplace	4

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

Care was taken during the course's development to ensure alignment with UFV's Institutional Learning Outcomes. Details of which are included in the memo accompanying this submission to UEC.

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

As per the course memo, "the OCAP® Principles (Ownership, Control, Access, and Possession), developed by the First Nations Information Governance Centre, and the CARE Principles (Collective Benefit, Authority to Control, Responsibility, and Ethics) are taught throughout the course, inviting students to critically compare who owns data, who sets the terms of its use, and whose values are encoded in governance structures."

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

There are no additional resources required. Details are provided in the memo.

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

The introduction of the AI Governance and Adoption course is anticipated to have a significant positive impact on students by equipping them with essential skills in Artificial Intelligence governance and in developing adoption frameworks within strategic HR management. Furthermore, the addition of this course may increase enrollment in the BBA program.

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

The proposed course will be offered as an elective within the HRM stream of the BBA program. This addition does not alter the total number of core program credits, as it provides students with an

alternative course selection rather than modifying existing credit requirements. Consequently, the total number of courses offered within the Business discipline remains unchanged, as the course is designed to complement and enhance the existing program structure without necessitating the removal of any current offerings.

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 classroom space or course deletions are required to accommodate this change. Timetabling adjustments have been made to ensure that this course integrates seamlessly into the existing program structure while maintaining a balanced faculty workload.

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

The introduction of this course does not alter the number of required or elective courses from the HRM major within the BBA program. As an internally developed elective within the HRM specialization, its implementation will not impact enrollment figures in courses offered by other faculties. There are no additional budgetary implications.

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.

Not Applicable

Memo for Program Changes

To: Undergraduate Education Committee

From: Gerry Palmer

Date: September 1, 2026

Subject: Program change:

- Bachelor of Business Administration
- Bachelor of Business Administration (Aviation)
- Business Administration Diploma

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

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

2. Rationale for change(s):

   STAT 106 has been identified as a significant bottleneck in the BBA program. Institutional data, based on a sample of 184 BUS students who completed STAT 106 during the Fall 2024 term, show a relatively high failure rate, which has created challenges for student progression, registration sequencing, and timely program completion. As illustrated in Figure 1, only about 48% of BUS students achieve a grade high enough to continue to courses requiring STAT 106 as a prerequisite, while approximately 52% do not meet this threshold. This indicates that more than half of students face barriers at this stage.

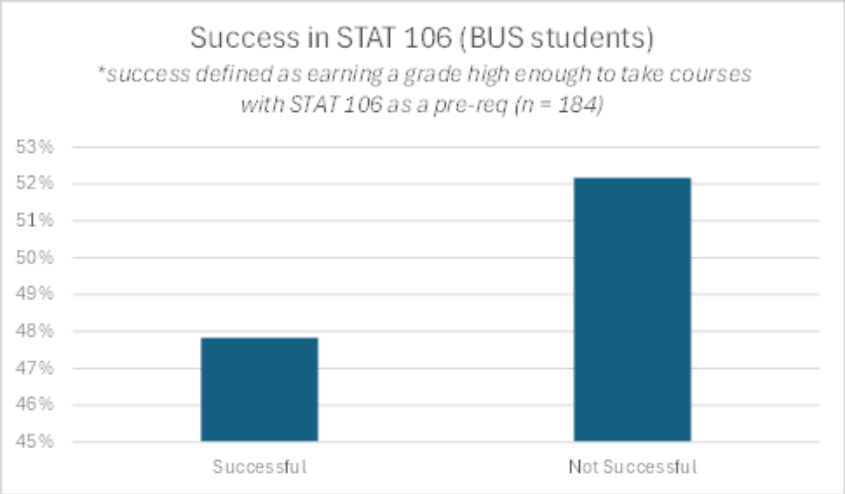


Figure 1

In practice, the school frequently approves prerequisite waivers for students who receive a D in STAT 106 so they can enroll in BUS 226. Importantly, performance data indicate that these students generally perform satisfactorily in BUS 226 and other subsequent business courses.

At the same time, replacing STAT 106 entirely with STAT 104 would create risks related to transfer articulation and student mobility. STAT 106 aligns with statistics requirements at several other BC institutions. Removing it as an accepted pathway could jeopardize existing BC Transfer Guide agreements and reduce flexibility for students transferring into or out of the program.
To balance progression, academic integrity, and mobility considerations, the proposed change is to list the requirement as “STAT 104 or STAT 106.” This approach:

- Reduces the bottleneck effect by providing a more accessible entry pathway for most BBA students.
- Maintains alignment with other institutions and preserves transfer agreements.
- Eliminates the need for manual prerequisite exceptions in myGradPlan.
- Improves clarity in advising and reduces student registration confusion.

This change improves student progression and administrative efficiency while maintaining academic standards and institutional mobility.

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

   No. Program outcomes are not being changed.

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

   This change does not affect curriculum content.

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

   No additional resources are required.

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

   This change is expected to positively impact all incoming BBA students who require a statistics course by providing an additional pathway that reduces progression delays and reliance on prerequisite waivers. There is no negative impact on current students, as those who have completed STAT 106 remain compliant with program requirements. The change is not expected to increase or decrease overall program enrolment, but it may improve student progression, retention, and timely completion.

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

   No. The total number of required core or elective credits remains unchanged. Students will still complete one statistics course; the proposed change simply allows STAT 104 or STAT 106 to fulfill the same requirement, without altering the number of courses offered within the discipline.

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

   The total demand for a statistics course within the BBA will remain unchanged; however, enrolment distribution between STAT 104 and STAT 106 may shift. Existing sections of both courses are expected to accommodate this redistribution, and no new sections, timetabling changes, or additional resources are anticipated at this time.

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

   No. The number of required courses from other disciplines remains unchanged. Students will continue to complete one statistics course to satisfy the requirement. While enrolment distribution between STAT 104 and STAT 106 may shift, the overall demand for statistics courses is not expected to change. No budgetary implications are anticipated.

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

    The proposed change has been reviewed, and no additional budgetary implications are anticipated. The Faculty confirms that any minor operational adjustments resulting from enrolment redistribution will be managed within the existing faculty budget.

Bachelor of Business Administration degree

Program outline

Lower-level requirements

Course	Title	Credits
BUS 100	Introduction to Business	3
BUS 120	Essentials of Marketing	3
BUS 145	Introductory Financial Accounting (see Note 1)	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
BUS 201	Human Resource Management	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
BUS 226/ ECON 226	Economic and Business Statistics	3
BUS 227	New Business Development	3
BUS 247	Introductory Management Accounting	3
BUS 249	Introduction to Finance	3
BUS 261	Business Law	3
CMNS 125	Introduction to Professional Communication	3
CMNS 251	Professional Report Writing	3
ECON 100	Principles of Microeconomics	3
ECON 101	Principles of Macroeconomics	3
ENGL 105	Academic Writing	3
~~MATH 111~~	~~Calculus I (see Note 2)~~	~~3-4~~
~~or~~ MATH 141	Calculus for Business (see Note 2)	3
STAT 104	Introductory Statistics	4
or STAT 106	Statistics I	~~4~~

Note 1: BUS 143 and BUS 144 may be used in place of BUS 145 and one business elective.

Note 2: MATH 111 may be taken in place of MATH 141 ~~MATH 141 is recommended.~~

Bachelor of Business Administration (Aviation) degree

Program outline

Non-Business requirements: 19 credits

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	
MATH 141	Calculus for Business (see Note 1)	3
STAT 104	Introductory Statistics	4
Or STAT 106	Statistics I	~~4~~
Plus:		
ENGL or CMNS	One ENGL or CMNS course, 100-level or higher	3
Language	One course in a language other than English, 100-level or higher (or equivalent; see Note 2)	3
Elective	One course other than AV, 100-level or higher	3

Note 1: MATH 111 may be taken in place of MATH 141.

Note 2: Students meeting one of the following requirements may take an additional university-level elective in place of the language requirement:

- Completion of any Grade 11 second language course.
- Completion of any language immersion program, such as French Immersion.
- Graduation from a secondary school in which the language of instruction is not English.
- Graduation from a post-secondary institution in which the language of instruction is not English.

Business Administration diploma

Program outline

Non-Business requirements: 22 credits

Course	Title	Credits
CMNS 125	Introduction to Professional Communication	3
ECON 100	Principles of Microeconomics	3
ECON 101	Principles of Macroeconomics	3
ENGL 105	Academic Writing	3
MATH 140	Algebra and Functions for Business (see Note 1)	3
STAT 104	Introductory Statistics	4
or STAT 106	Statistics I	~~4~~
Plus:	One additional non-BUS course (see Note 2)	3

Note 1: Students with the prerequisites for **MATH 141** may take a business or general elective course in place of MATH 140. Students planning to pursue the **Bachelor of Business Administration** should take MATH 141 or MATH 111.

Note 2: Students planning to pursue the **Bachelor of Business Administration** should take CMNS 251.

Memo for Course Changes

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

From: Grant Valentine, Assistant Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: May 14, 2026

Subject: Proposal for revision of CRIM 416 (Media, Crime, 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 calendar description, learning outcomes, texts and resource materials, and recommended evaluation methods have been updated to better reflect the current research and relevant issues related to the course topic. The pre-requisites have been adjusted because they are not necessary for students to succeed in this 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 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 (learning outcomes #3 and #4). 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; assess the credibility of and apply academic and scholarly information from diverse sources; and possess the knowledge and skills to act ethically and equitably. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; communicate effectively; and 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? 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).

   There are various TRC Calls to Action that focus on reforms to the criminal justice system. In support of this, course content evaluates media representations of relevant topics, such as the failings of Gladue principles, and differential media coverage of Indigenous offenders and victimization of Indigenous Peoples. In addition, as part of class activities and discussions, students are asked to evaluate the representation of Indigenous voices in media and to assess the extent to which media coverage and framing are decolonized. Lastly, various assessment methods are utilized and students are encouraged to challenge colonial legal assumptions and how these are represented in media.
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 utilizing various assessment methods, students are encouraged to connect course themes to lived experience, community concerns, or identity-based issues. For example, students are given some choice in their evaluation structure through a class vote on how exams are structured. As another example, assignments are scaffolded whereby they are strategically designed to integrate fundamental academic writing and critical thinking skills into a more complex final project.

   In terms of curriculum and course topics, strategies are put in place in the classroom to reduce barriers and facilitate accessibility. For example, an emphasis is placed on dialogic learning (structured discussion) over lecture-style delivery. This allows for respectful critical engagement without hostility and students are told that respectful disagreement is welcomed, narratives that include lived experiences are supported, and the importance of evidence-based debate is emphasized. In addition, lecture slides are provided to students in advance, visuals accompany class discussion, and grading rubrics are transparent. Lastly, anonymous feedback from students and class reflections are solicited throughout the course about the evaluation methods so that adjustments can be made if needed.
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 $80 to $180. There are no appropriate OERs available for this topic. However, the main resource (Marsh & Melville, 2019) is available for free as a digital download through the UFV library.

CWC comment and response:

- The prerequisite change from 9 to 3 credits of CRIM seems significant for a 400-level course. Is there some data to support this change?
  We don't have data on this because we haven't received requests from students to waive the pre-requisites. With the changes to the learning outcomes and course content, the instructor believes that the old pre-requisites aren't necessary for students to succeed in the course. If students have some foundational knowledge in either criminological theories or the criminal justice system, which students receive in CRIM 100 or CRIM 103, respectively, as well as 60 credits, they should be well prepared for the course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1992
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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.

Course Code and Number: CRIM 416	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Media, Crime, and Criminal Justice **Course Short Title:** Media, Crime & Crim Justice	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Focuses on the relationship between media and the criminal justice system. The social construction of reality, the role of the media in creating and maintaining ideologies about crime, and media as a cause and contributor of perceptions of crime are discussed.

Prerequisites (or NONE):	60 university-level credits including CRIM 100 or CRIM 103.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 27**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	March, 27, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 30, 2026

Learning Outcomes

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

1. Evaluate the role of media in shaping public views of crime and criminal justice in Canada.
2. Explain the significance of moral panics and risk narratives on public perceptions of crime and criminal justice.
3. Assess critically media representations of crime in Canada with attention to colonialism, intersectionality, and justice outcomes.
4. Assess critically media representations of Indigenous Peoples in the criminal justice system, centering Indigenous experiences of colonialism and systemic inequity.
5. Contrast various theoretical frameworks relevant to explaining the role of media in criminal justice (e.g., moral panic theory, labeling theory, political economy of media).
6. Articulate the ethical, political, and ideological dimensions of crime reporting.
7. Identify the ways the criminal justice system strategically engages with the media to manage their image, build legitimacy, and communicate risk.
8. Analyze common media frames and discourses regarding Canadian criminal justice issues.

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

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

Details:

Tests are comprised of case study analyses, written responses to scenarios, and applied learning exercises. Assignments may include in-class participation activities, holistic assessments, critical analysis thought papers, seminar proposals, presentations, and term papers.

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 class 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.	Article	Douai, A. & Perry, B.	A different lens? How ethnic minority media cover crime. (Canadian Journal of Criminology and Criminal Justice, 60(1), 96-121)	2018
2.	Textbook	Marsh, I., & Melville, G.	Crime, justice and the media (Routledge Taylor and Francis Group)	2019
3.	Textbook	Schneider, C.J.	Policing and social media: Social control in an era of new media (Lexington Books)	2016
4.	Textbook	Surette, R.	Media, crime, and criminal justice (Cengage)	2015
5.	Article	Corbett, E.	Reflections and reinforcements of public apathy: Newspaper coverage and framing of missing and murdered Indigenous women, girls, and two-spirit people in Canada (Doctoral Dissertation, Queen's University)	2024

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

Course Content and Topics

- Manufacturing reality: Foundational theories and concepts
- Fanning the flames: Moral panics and media sensationalism in practice
- Troublesome tropes: Media representations of offenders and victims
- Framing authority: Media, police, and corrections
- Trial by media: Shaping public views of courts and justice
- From perception to policy: Penal populism and criminal justice policy in Canada
- Critical content analysis: Intersections of power, ideology, and prejudice in modern media
- Intersecting voices and silenced stories: Indigeneity, intersectionality, and the politics of crime representation in the media
- Virtual villainy: Deviance in digital play
- Surveillance and the spectacle of control

Memo for Course Changes

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

From: Erin Osterberg, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: April 16, 2026

Subject: Proposal for revision of CRIM 479 (Professional Practice in Criminal Justice 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:

   As part of its six-year review, the calendar description, learning outcomes, texts and resource materials, and evaluation methods have been updated to better reflect current issues and relevant skills necessary for employment success. The title has been updated to reflect that this is the second professional practice course available in our department (i.e., our second-year course, CRIM 265, is called Professional Practice in Criminal Justice I). The pre-requisites have been adjusted because this course is no longer a pre-requisite for practicum placement. The inclusion of 75 university-level credits is to ensure that students have completed all lower-level program requirements and some of their third-year program requirements to be better prepared for this course. The inclusion of CRIM 265 as a pre-requisite is to highlight that CRIM 479 builds on the skills achieved in CRIM 265.

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 revised and updated to better reflect contemporary content and important skills required for criminal justice employment. In addition, a new learning outcome has been included to address Indigenization and equity. These learning outcomes continue to align with the School's following program learning outcomes: use critical and creative thinking to identify, define, and solve problems, their causes, and examine and evaluate solutions; apply criminological

and criminal justice knowledge and skills to develop evidence-based strategies to address challenges; communicate proficiently; possess the knowledge and skills necessary for employment in and out of the criminal justice system; collaborate with others on a project that integrates the contributions of all members; practice principles of equity, diversity, and inclusion when working with others; be aware of and respect intellectual philosophies and diverse identities, cultures, and approaches to justice with a focus on Indigenous Peoples and decolonization; and possess the knowledge and skills to act ethically and equitably. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; examine critically and holistically; communicate effectively; advocate for equity, diversity, and inclusion; 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).

   This course develops applied skills to prepare students for employment in the criminal justice sector and promotes critical engagement with equity, diversity, inclusion, and reconciliation. Students will examine workplace policies, practices, and standards through a decolonizing framework, with attention to the experiences of Indigenous employees and clients. The course contributes to advancing the TRC Calls to Action related to justice.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   This course reflects principles of equity, diversity, and inclusion by preparing students for employment in the criminal justice sector while developing their ability to critically examine workplace policies, practices, and standards through an equity-focused lens. Students will engage in various learning and assessment activities, including role plays, presentations, and written assignments, to demonstrate their knowledge and applied competencies in a holistic manner.
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): Textbooks cost approximately $50. The majority of readings involve journal articles that are available for no cost through the UFV library.

CWC comment and response:

- It may be difficult for students to understand from the calendar description what they will be doing in this course. It would be helpful if the description can include some additional

information (e.g., seminar, practicum, facilitated sessions on professional competencies, etc.) and how it builds on CRIM 265.

Thanks for the feedback. We thought the calendar description is supposed to focus on the what the course is about and not the activities that occur in the course. The assignment details and "Typical Instructional Methods" section are where it's noted what students will do in the course. However, we've adjusted the calendar description to make some broad reference to this (i.e., we've added the phrase "through critical reflection and skill building exercises"). In terms of how the course builds on CRIM 265, we didn't think this needs to be noted in the calendar description because it's a pre-requisite. Our interpretation is that when a specific course is listed as a pre-requisite, it communicates to students that this foundational knowledge is necessary and the course builds on this previous content. If this isn't accurate, we'd appreciate some suggestion for how to incorporate the reference to CRIM 265 in the calendar description.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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.

Course Code and Number: CRIM 479	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Professional Practice in Criminal Justice II **Course Short Title:** Prof Prac CJ II	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Builds professional skills and ethical awareness to support employability in criminal justice and related fields. Through critical reflection and skill building exercises, students assess personal and organizational values, ethical decision-making, and leadership.

Prerequisites (or NONE):	75 university-level credits including CRIM 265.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Tutorials/workshops	30
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 27**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

This course is an applied, skills-based course to support students as they transition to employment.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 16, 2026
Faculty Council approval	**Date of meeting:**	September 18, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 30, 2026

Learning Outcomes

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

1. Describe professional behaviour expectations in criminal justice workplaces, including confidentiality, ethics, reporting lines, work ethic, initiative, boundaries, and expected decorum.
2. Develop employment related skills, including the preparation of professional resumes and effective interviewing skills for criminal justice career opportunities.
3. Apply strategies for self-management, offering and receiving professional feedback, and workplace problem-solving.
4. Construct appropriate client interview approaches that incorporate confidentiality requirements, information seeking, and professional boundaries in criminal justice contexts.
5. Demonstrate effective listening, clarification, and communication skills to support client service models.
6. Evaluate ethical workplace dilemmas using decision-making and problem-solving models in ways that reflect professional and organizational standards.
7. Critically assess criminal justice workplace policies, practices, and standards with respect to equity for Indigenous, racialized, and marginalized employees and clients.
8. Articulate how one's abilities, values, personality traits, and interests align with criminal justice career pathways.

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

Assignments:	75%	Quizzes/tests:	25%		%
	%		%		%

Details:

Assignments may include in-class activities (e.g., role plays), presentations, in-class writing assignments, and theory and practice term papers.

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, participation in role play exercises or demonstrations, group discussions and exercises, and skill building practice sessions, some of which may be required outside of class time with fellow students and without the instructor.

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

	Type	Author or description	Title and publication/access details	Year
1.	Article	Arieli, S., Sagiv, L., & Roccas, S.	Values at work: The impact of personal values in organisations. Applied Psychology: An International Review, 69(2), 230-275.	2020
2.	Article	Hossain, M.A.	Role perception and professional identity development of municipal police recruits in British Columbia. Policing: An International Journal, 47(6), 897-912.	2024
3.	Textbook	Wright, E.Q., & Wrye, B.A.	Resiliency and the Justice Professional: Preparing for the Job. Routledge Taylor and Francis Group.	2025
4.	Article	Fredin, K.A.	Extinguishing injustice: Growing equity, diversity and inclusion in Canadian fire departments. International Journal of Emergency Services, 12(3), 286-294.	2023
5.	Article	Canning, C., Szusecki, T., Hilton, N.Z., Moghimi, E., Melvin, A., Duquette, M., Wintermute, J., & Adams, N.	Psychological health and safety of criminal justice workers: A scoring review of strategies and supporting research. Health Justice, 13(10), 1-21.	2025

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

Course Content and Topics

Professional Behaviour and Workplace Expectations

- Professional behaviour in criminal justice workplaces, including e-mail communication, confidentiality, ethics, reporting lines, work ethic, initiative, boundaries, and expected decorum
- Professional presentation, self-awareness, and workplace readiness
- Preparation for criminal justice employment, including resumes, cover letters, and interviewing skills

Self-Management and Workplace Practice

- Self-management in the workplace, including managing expectations, professionalism, and accountability
- Giving and receiving professional feedback in criminal justice settings
- Workplace problem-solving, decision-making, and responding to challenges in a professional manner
- Reflecting on personal strengths, values, personality traits, and interests in relation to criminal justice career pathways

Interpersonal Communication and Client Interaction

- Verbal and non-verbal communication in criminal justice contexts, including language, meaning, and intercultural communication
- Effective listening, clarification, and communication skills to support client service
- Client interview approaches, including information gathering, confidentiality, and professional boundaries
- Managing cooperation, difficult conversations, and conflict in criminal justice settings

Ethics, Equity, and Professional Standards

- Ethical models, ethical behaviour, workplace dilemmas, and professional decision-making in criminal justice contexts
- Managing situations where personal values and organizational expectations differ
- Criminal justice workplace policies, practices, and standards, with attention to equity for Indigenous, racialized, and marginalized employees and clients

Memo for Course Changes

To: Undergraduate Education Committee

From: Janelle Baerg. Clinical Placement Head, BSN Curriculum Committee Chair; Faculty of Health Sciences Curriculum Committee (Amber Johnston, Chair)

Date: September 08, 2026

Subject: Discontinuation of HSC 210, HSC 212, NURS 120, NURS 230

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

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

   Rationale:

   An email from the Office of the Registrar was sent July 2026 to Faculty of Health Sciences – School of Health Studies for courses that are no longer offered and considered for discontinuation. These courses include HSC 210, HSC 212, NURS 120, and NURS 230. These courses were removed from the Bachelor of Science in Nursing Program several years ago and are no longer required. *HSC 210: Pathophysiology I* — last offered in 201601; *HSC 212: Pathophysiology II* — last offered in 201609; *NURS 120: Clinical Consolidation I* — last offered in 201509; *NURS 230: Nursing Practice – Consolidation (three-year fast-track option)* — last offered in 201509. These courses have been replaced and will not be offered in the future. HSC 210 and HSC 212 content is now covered in HSC 211 and NURS 120 and NURS 230 are consolidation courses that are no longer offered when the BSN shifted into semesters.

   On September 9, 2026, the Health Sciences Curriculum Committee voted to approve the discontinuing the four courses. On September 28, 2026, the Faculty of Health Sciences Faculty Council unanimously approved the discontinuance of HSC 210, HSC 212, NURS 120, and NURS 230, as presented.

Memo for Course Changes

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

From: Molleen Shilliday, Head of Modern Languages

Date: September 26, 2026

Subject: Proposal for revision of FREN 216 and FREN 316

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 each change identified above, not otherwise covered in #3-10 below:

Since the only change on this form is prerequisites, we would like to request that these edits be expedited and that the next review date does not need to be reset. The courses will be fully reviewed and revised at this next scheduled revision date.

FREN 316 (prerequisite change)

As of September 2026, FREN 219 is offered once a year instead of twice. This proposed change to the prerequisites allows students to use another pathway (nine credits at the FREN 200-level) which brings them to a comparable level of competency.

FREN 216 (prerequisite change)

This change to “Grade 12 French Immersion/Late French Immersion or department assessment” allows French Immersion students to enter this course directly which we were allowing by prerequisite waivers already.

3. If there are changes to the learning outcomes, explain how they align with the program learning outcomes: NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA

5. Which areas have been consulted about the change(s) (e.g other program areas, CECE for experiential learning/WIL, library, etc.)? NA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide detailed 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). NA
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Suggested resources: BC Human Rights, BC Office of the Human Rights Commissioner, BC Accessibility Hub, Equity, Diversity & Inclusion Learning Resources, Canadian Centre for Diversity and Inclusion, Resilience BC: Anti-Racism Network, and/or Egale Canada.NA
8. Please indicate whether AI tools (e.g., ChatGPT, Copilot, etc.) were used in the development or revision of this course (e.g., learning outcome refinement, assessment design). If used, briefly describe the purpose and scope of use. NA
9. 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.
10. Estimate of the typical costs for this course, including textbooks and other materials, field trips, and guest speaker fees (excluding tuition): NA

CWC comments and response:

- UEC Pre-Check agrees that the change to prerequisites should go forward without additional changes to the course, but has provided feedback for when a more substantial revision of this and other FREN courses is done.
- The evaluation includes 10% “class participation”, but participation has become more of a concern at UEC recently. Would it be acceptable/accurate to update this to “participation in classroom conversations”?
  Languages can be learned without active speaking participation. The participation grade can be linked to other competencies such as active listening and listening comprehension. It would be preferable to maintain "class participation" (please note, only the prerequisites are changing, this class was just implemented in Sept 2026).

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2003
REVISED COURSE IMPLEMENTATION DATE: January 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2030
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 216	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate French II **Course Short Title:** Intermed French II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Through an intensive review of grammatical topics already known to the student, and the introduction of some new topics, this course will increase students' communicative competence through vocabulary expansion, improved pronunciation, study of important grammatical concepts, and the development of efficient reading and writing techniques. This course is conducted entirely in French, with students working together in small groups to review the essential elements of French grammar, discuss literary texts, and learn composition skills.

Note: FREN 215 and FREN 216 are not sequential and can be taken in any order.

Note: This course is equivalent to CEFR level B1.

Prerequisites (or NONE):	One of French 12, Français langue seconde - immersion 12, (FREN 101 and FREN 102), or department assessment.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 25, 2026
Faculty Council approval	**Date of meeting:**	October 16, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Demonstrate competency in comparatives and superlatives of adjectives and adverbs; relative pronouns and the *plus-que-parfait.*
2. Demonstrate competency in the subjunctive present and *passé composé.*
3. Demonstrate competency in the *futur simple,* negative expressions and demonstrative pronouns.
4. Demonstrate competency in indefinite adjectives and pronouns, prepositions pus infinitive constructions and the conditional mood.
5. Demonstrate competency in the *futur antérieur,* present participle, past infinitive and *faire causatif.*
6. Read and discuss various cultural and literary texts fluently.

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

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

Details: Assignments include 10% class participation, 10% tutorial, 10% workbook assignments, and 30% homework and compositions. Quizzes/tests include 10% midterm exam (oral and written). Final exam (oral and written) is worth 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.)*

The class is conducted in French with students working together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of two short essays.

In addition to class work, students meet once a week with a native speaker in small tutorials, i.e. conversation groups of six to seven people. Activities vary and include practising various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

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	Wynne Wong, et al	*Encore*, Cengage, Heinle & Heinle	2022
2.				
3.				
4.				
5.				

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

None

Course Content and Topics

This is a one-semester course independent of FREN 225, but linked to FREN 215, its companion course. The first five chapters of *Encore* will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also websites to visit, suggested video and film viewings.

Discussions and essays in French will promote the development of vocabulary and critical thinking about controversial contemporary topics such as ecology, the environment, cloning, biotechnology, and genetic engineering.

Readings include short stories such as *La Chasse-galerie*, articles from *Châtelaine, La Presse, Le Soleil, Magazine Santé, La Rotonde* and others.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2026
REVISED COURSE IMPLEMENTATION DATE:	January 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:**	December 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 316	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Introduction to Franco-Canadian and Quebecois Literature **Course Short Title:** Franco-Canadian/Quebecois Lit	
Faculty: Faculty of Humanities	**Department/School:** Modern Languages

Calendar Description:

Conducted entirely in French, this course introduces students to French-Canadian and Quebecois literature from 1945 to present day, including literature by Indigenous, immigrant, and settler writers. Texts are selected from various francophone communities to explore linguistic and cultural differences across Canada. Students will learn some formal critical analysis methods and will be required to apply critical-thinking skills to analyze the concepts and ideals that motivated the writers studied.

Prerequisites (or NONE):	One of FREN 219, 9 credits of 200-level French courses, or department assessment.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval April 22, 2025	**Date of meeting:**	September 25, 2026
Faculty Council approval	**Date of meeting:**	October 16, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Discuss characteristics belonging to specific literary trends in Franco-Canadian and Quebecois Literature.
2. Identify differences of genre and associated stylistic techniques.
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).
4. Analyze a poem's formal structure and meaning.
5. Analyze texts in relation to the socio-historic context in which they were written.
6. Analyze to understand bilingual texts or texts in dialect (Acadia's chiac for example).
7. Discuss issues related to Indigenous, immigrant, and minority works in the Franco-Canadian genre.
8. Identify appropriate critical frames for analysis of the texts studied including decolonial perspectives and Indigenous knowledge systems.
9. Use sophisticated and specialized vocabulary and sentence structures.
10. Demonstrate B2-level communication skills through in-class presentations and discussions.
11. Write thorough explicative texts.

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

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

Details: Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (25%), and class participation (10%). Quizzes/tests include three tests.

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.)*

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the understanding and use of literary figures of style. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed.
Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

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	Ferron, Jacques	*Contes*	1968
2.	Book	Jean, Michel	*Kukum*	2023
3.	Book	Laferrière, Dany	*L'énigme du retour*	2009
4.	Book	Maillet, Antonine	*La Sagouine*	1971
5.	Book	Roy, Gabrielle	*Bonheur d'occasion*	1945
6.	Book	Hamelin, Louis	*Le joueur de flûte*	2001

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

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary.
A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online.

Course Content and Topics

Texts chosen will vary. The course content must reflect the diversity of Franco-Canadian and Quebecois literature and include authors from Quebec, Manitoba, Acadia and other French-speaking regions of Canada.

- Introduction to Franco-Canadian literature
- Writers from Manitoba (Gabrielle Roy)
- Writers from Acadia (Jacques Ferron, Antonine Maillet)
- Writers from outside Manitoba, Acadia and Quebec [Ying Chen (B.C.), Nancy Huston (Alberta), Lola Lemire Tostevin (Ontario), Louis-Karl Picard-Sioui (Yukon)]
- Introduction to Quebecois literature
- Writers from Quebec (Anne Hébert, Dany Laferrière, Jean Michel, Hélène Monette, Kim Thúy)

Memo for Course Changes

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

From: Molleen Shilliday, Head of Modern Languages

Date: October 9, 2026

Subject: Proposal for revision of FREN 219

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 each change identified above, not otherwise covered in #3-10 below:

FREN 219 (Total hours change):

The budget for language labs has been reduced therefore we are removing them from more advanced courses to respond to the budget constraints. Other FREN and SPAN courses will be coming through soon with adjusted lab hours. This course is more urgent as it is offered in winter. This course has been recently approved; we therefore request that these edits be expedited and that the next review date does not need to be reset. The course will be fully reviewed and revised at this next scheduled revision date.

FREN 219: frequency of this course has also changed to annually due to budget constraints.

FREN 219 (prerequisite and total hours change):

The prerequisites for FREN 219 were changed in 2023 to FREN 216 AND FREN 215 or FREN 230. This current prerequisite change reverses those of 2023. That change had a negative impact on enrollment and did not improve the level of written competency as hoped. Furthermore, the additional change to "grade 12 French Immersion/Late French Immersion or department assessment" allows French Immersion students to enter this course directly which we were allowing by prerequisite waivers already.

3. If there are changes to the learning outcomes, explain how they align with the program learning outcomes: NA

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which areas have been consulted about the change(s) (e.g other program areas, CECE for experiential learning/WIL, library, etc.)? NA
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide detailed 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). NA
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Suggested resources: BC Human Rights, BC Office of the Human Rights Commissioner, BC Accessibility Hub, Equity, Diversity & Inclusion Learning Resources, Canadian Centre for Diversity and Inclusion, Resilience BC: Anti-Racism Network, and/or Egale Canada.NA
8. Please indicate whether AI tools (e.g., ChatGPT, Copilot, etc.) were used in the development or revision of this course (e.g., learning outcome refinement, assessment design). If used, briefly describe the purpose and scope of use. NA
9. 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.
10. Estimate of the typical costs for this course, including textbooks and other materials, field trips, and guest speaker fees (excluding tuition): NA

CWC comment and response:

- The changes include a significant reduction in hours, and the memo indicates that there have already been competency concerns (the rationale for changing prereqs in 2023). How will the teaching that was previously in the lab now be covered in the rest of the course? It would be helpful if some additional information can be included for UEC.
  This change is due to budgetary cuts to the labs in languages. The seminars primarily reinforce their oral speaking and oral comprehension. Unfortunately, this learning will now be done independently: it will not be taught in the rest of the course. This does not change the learning outcomes of the course as it is designed as a written competency course. Students will be encouraged to participate in the new course FREN 203 (Study Tour), participate in the Explore program, participate in the French Association activities, and visit the Academic Success Centre in place of the seminar.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2003
REVISED COURSE IMPLEMENTATION DATE:	January 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:**	March 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: FREN 219	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate French Composition **Course Short Title:** Intermed French Composition	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Focuses on the development of essay-writing skills in French. Selected readings from works by contemporary Francophone authors help introduce principles of clear and effective writing. Students work to improve their own writing skills and to resolve common problems in second-language writing.

Note: This course is equivalent to CEFR level B2.

Prerequisites (or NONE):	One of Français langue seconde - immersion 12, FREN 215, FREN 216, FREN 230, or department assessment.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 25, 2026
Faculty Council approval	**Date of meeting:**	October 16, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Demonstrate basic techniques of effective writing such as clarity, conciseness, coherence, and completeness.
2. Use the writing process, including planning, drafting, revising, and proof-reading.
3. Read complex articles and produce accurate "*résumés de texte*" of these articles.
4. Use appropriate style, vocabulary, and syntax to write texts for different purposes, such as descriptive texts, argumentative texts, and job applications.

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

Final exam:	35%	Assignments:	25%	Quizzes/tests:	40%
	%		%		%

Details: Assignments include 15% essays and 10% seminar participation. Quizzes/tests include three grammar tests (30%) and two comprehension tests (10%). Final exam is both written and oral.

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.)*

Two thirds of the class time will be devoted to the review of advanced grammatical problems and the explicit instruction of good writing strategies. During the other third, students will be divided into small groups during which they will analyze and compare various texts and engage in collaborative writing activities in order to refine their own writing and self-correcting techniques. Each session will emphasize a different aspect of the writing process. Active participation is imperative.

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	Jacqueline Ollivier	Grammaire française, 6th Edition, Nelson Education (reference grammar book)	2016
2.	Textbook	Jacqueline Ollivier	Grammaire française (Cahier pratique), Nelson Education	2016
3.				

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

Course Content and Topics

1. Focus on critical thinking
   - General comprehension questions to ensure thorough reading of texts, followed by activities focusing on vocabulary, idiomatic expressions
   - Strategies for dealing with unknown linguistic and cultural referents
   - Brainstorming: oral sharing of ideas; presentation of opinions and critical discussion generated by texts
2. Strategies for planning and shaping a writing assignment:
   - Organization of ideas
   - Outline
   - Introduction, development, conclusion
   - Textual cohesion; linking words
   - Oral vs. written language structures
   - Focus on argumentative essays, narrative writing style and literary analysis
3. Peer review and editing
   - Extensive use of unilingual and bilingual dictionaries, verb tables, review of tense concordance.
4. Self-correcting strategies
5. Review of intermediate grammar

From: Tetsuomi Anzai <Tetsuomi.Anzai@ufv.ca>
Sent: Monday, September 28, 2026 4:16 PM
Subject: Re: [CWC] HALQ 101, 102, 201, 202, 301, 302

Dear Amanda, Dana, David,

I would like to make an extraordinary request to settle the matter with these course revisions. Due to extenuating circumstances, we are unable to get a faculty response and conclusive answers to the points raised by UEC pre-check subcommittee. As the Dean's office continues to rebuild capacity in this area, we will prioritize future revisions of these courses to address these comments. In the meantime, we request that UEC consider approving the submitted course outlines so that the hours and scheduling can be formally updated. This would alleviate the need to make semesterly requests for scheduling exceptions.

Please let me know if you have any questions or concerns, or would like to discuss this further with me. Thank you,

-t

Tetsuomi Anzai (he/him) | Associate Dean Humanities: College of Arts
604.504.7441 xt.4053 | UNIVERSITY OF THE FRASER VALLEY

The University of the Fraser Valley is located on the traditional & present day territories of the Stó:lō peoples.

We gratefully acknowledge that we live and work upon these lands.

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 101, Halq'eméylem Language I

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

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

2. Rationale for change:

   Total Hours - Just over a year ago, the total contact hours were reduced for this course and the lab tutorials were rolled into the lecture hours due to unsecured funding for lab instructors. With lab instruction now supported for Halq'eméylem courses, we can adjust the instructional hours back to the standard of 45 lecture and 15 hours of tutorials. This is the standard in Modern Languages courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): n/a - no changes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a - This course is required by the Indigenous Studies major and minor, and certificate. The changes proposed will not affect the use of this course in the IS program
5. Which program areas have been consulted about the change(s)? MOLA: HALQ & Dean's Office
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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** May 2030
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: HALQ 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Halq'eméylem Language I **Course Short Title:** Halq'eméylem Language I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An introduction to the Upriver Halq'eméylem language. Students learn to speak, read, and write the language; examine pronunciation, basic sentence patterns, counting systems, and essential vocabulary; and discover how these aspects interconnect to the Stó:lō's Indigenous worldview.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 5, 2025
Faculty Council approval	**Date of meeting:**	June 6, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Pronounce all unique sounds, with the ability to produce basic sounds and place of articulation.
2. Express simple ideas in Halq'eméylem in short phrases and sentences.
3. Write the language correctly.
4. Identify features of the spelling system.
5. Discuss how the Halq'eméylem language is embedded within culture (Indigenous worldview).

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

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

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Midterm exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	15% - Assignments
In-class presentation	10% - 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.)*

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students play vocabulary-learning games, follow TPR exercises, and practice and act out short conversations and dialogues. This is mixed in with short periods of grammar and pronunciation instruction. Students also work in a language-lab setting, using the language-lab features of the "Talking Dictionary".

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	Coqualeetza Centre	Wisdom of the Elders: Halq'eméylem word list	1980
2.	Indigenous knowledge	Coqualeetza Centre	CD: Halq'eméylem Alphabet Card	2014
3.				
4.				
5.				

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

Course Content and Topics

- Pronunciation drills
- Classroom phrases; Halq'eméylem phoneme chart
- Place of articulation; gender; singular and plural and verbs
- Greetings and family units; past and present tense; we and you folks
- Stó:lō First Nation bands; yes/no questions
- Colors and clothing; possessives my and your
- Counting and days of the week; possessives our and your folks
- Head parts and seasons; regular nouns, proper names, and his/her possessors
- Weather and animals; intransitive and transitive verbs
- Food items; forming simple yes/no questions with nouns; developing basic sentences; I, you, we, and you folks
- Cultural activity; craft or guest speaker; brief examination of the Stó:lō seasonal chart, incorporating Stó:lō worldview

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 102, Halq'eméylem Language ll

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:

   Total Hours - Just over a year ago, the total contact hours were reduced for this course and the lab tutorials were rolled into the lecture hours due to unsecured funding for lab instructors. With lab instruction now supported for Halq'eméylem courses, we can adjust the instructional hours back to the standard of 45 lecture and 15 hours of tutorials. This is the standard in Modern Languages courses.

   Resource materials – based on additional CACC feedback, the resource section has been updated to indicate that this course includes a coursepack.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): n/a - no changes
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 by the Indigenous Studies major. The changes proposed will not affect the use of this course in the IS program
5. Which program areas have been consulted about the change(s)? MOLA:HALQ & Dean's Office
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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.

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): There should be no additional costs associated with this course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** May 2030
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: HALQ 102	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Halq'eméylem Language II **Course Short Title:** Halq'eméylem Language II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Language

Calendar Description:

Students advance their Halq'eméylem knowledge and skills in reading, writing, and speaking the language.

Prerequisites (or NONE):	HALQ 101.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	February 29, 2024
Faculty Council approval	**Date of meeting:**	March 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	May 17, 2024

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. Produce and discriminate among all of the sounds in the language.
2. Examine new sentence patterns.
3. Incorporate new vocabulary into sentences.
4. Write in the language, including reporting in small work groups and completing short writing assignments.

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

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

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Midterm exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	15% - Assignments
In-class presentation	10% - 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.)*

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101. This is now combined with a study of transcribed texts, mainly based on traditional oral stories.

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	Coursepack	Halq'eméylem word and grammar pack	
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Review of HALQ 101, classroom phrases, phoneme chart; diphthong chart; ey to ew; phrases and grammar: review uses of sentence pattern, it is good/impossible or alright... (I) kw'els-Verb, (you) kw'as-Verb, (we) kwes-Verb-tset and (you folks) kwas-V-elep
- Greetings and family; vocabulary and phrases; third person 'es' concept
- General counting system; one to ten and by tens to one hundred; examining root, suffixes, and phrases
- Stó:lō band names and weather; words and phrases; emphatic pronouns
- Colors and clothing; vocabulary and phrases; concept of "The"; three variations
- Preparation for midterm examinations; oral and written components
- Diphthongs continuations; from iw to aw; words and phrases; counting money and people; #1-10 and by tens to one hundred; examining root, suffixes, and phrases
- Time and body parts; vocabulary and phrases; "tlo" it is and it is my
- Months (6) and their traditional meanings, object pronouns
- Animals; vocabulary and phrases; negation, I and you
- Vegetables and fruit; vocabulary and phrases; negation; we, you folks, and he/she/it

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 201, Intermediate Halq'eméylem I

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

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

2. Rationale for change:

   Total Hours - Just over a year ago, the total contact hours were reduced for this course and the lab tutorials were rolled into the lecture hours due to unsecured funding for lab instructors. With lab instruction now supported for Halq'eméylem courses, we can adjust the instructional hours back to the standard of 45 lecture and 15 hours of tutorials. This is the standard in Modern Languages courses.

   Resource materials – based on additional CACC feedback, the resource section has been updated to indicate that this course includes a coursepack.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): n/a - no changes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a - this course is required in the Halq'eméylem Intermediate Proficiency Certificate
5. Which program areas have been consulted about the change(s)? MOLA: HALQ & Dean's Office
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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.

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): There should be no additional costs associated with this course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** May 2030
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: HALQ 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Halq'eméylem I **Course Short Title:** Intermediate Halq'eméylem I	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An intermediate course in the Halq'eméylem language. Students examine and practice new grammatical sentence patterns using oral, written, and reading approaches.

Prerequisites (or NONE):	HALQ 102.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 5, 2025
Faculty Council approval	**Date of meeting:**	June 6, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Communicate accurately in the new set of situations covered in the course.
2. Identify major dialectal variation in the language.
3. Pronounce all sounds in the language.
4. Use the inflectional endings in the language.
5. Demonstrate comprehension of a text of some length in the language, without aids.
6. Produce short original written texts in the language.

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

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

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Midterm exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	5% - Assignments
In-class presentation	10% - Assignments
Assignments	10% - 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.)*

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, combined with continued study of texts.

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	Coursepack	Halq'eméylem word and grammar pack	
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Review HALQ 102; classroom phrases; I and you were/got verbs.
- Health; vocabulary and phrases; we was/got verbs.
- Plants; vocabulary and phrases; we and you folks, were/got verbs.
- Stó:lō seasonal chart; historical and cultural aspects; question forming; what/who with pronouns; I and you.
- Transportation; vocabulary and phrases; review.
- Fish unit; vocabulary and phrases; question forming; what/who with pronouns; we and you folks.
- Food preparation and house unit; vocabulary and phrases; question forming; what/who with third person.
- Appliances; vocabulary and phrases; asking what I, you, we, and you folks performed an action in the future tense.
- Sports and hobbies; vocabulary and phrases; asking where I, you, we, and you folks performed an action.
- Holidays; asking where he/she/it performed an action.
- Vowel lengthening to form a continuative 'ing' forms.
- Review course and grammar.

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 202, Intermediate Halq'eméylem 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:

   Total Hours - Just over a year ago, the total contact hours were reduced for this course and the lab tutorials were rolled into the lecture hours due to unsecured funding for lab instructors. With lab instruction now supported for Halq'eméylem courses, we can adjust the instructional hours back to the standard of 45 lecture and 15 hours of tutorials. This is the standard in Modern Languages courses.

   Resource materials – based on additional CACC feedback, the resource section has been updated to indicate that this course includes a coursepack.

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? n/a - this course is required in the Halq'eméylem Intermediate Proficiency Certificate
5. Which program areas have been consulted about the change(s)? MOLA: HALQ & Dean's Office
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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
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): There should be no additional cost associated with this course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** May 2030
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: HALQ 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Halq'eméylem II **Course Short Title:** Intermediate Halq'eméylem II	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

An intermediate course in the Halq'eméylem language. Students acquire new vocabulary, words, and phrases, and expand and practice their knowledge of grammatical sentence structures through reading, writing, and speaking.

Prerequisites (or NONE):	HALQ 201.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☒ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 26**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 5, 2025
Faculty Council approval	**Date of meeting:**	June 6, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Translate and accurately transcribe texts in the language.
2. Collect short texts, working with native speaking elders.
3. Give short formal speeches in the language, appropriate to Stó:lō cultural settings.
4. Communicate effectively in everyday situations.

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

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

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Midterm exam, with a written and oral component	25% - Quizzes/tests
Final exam	30% - Quizzes/tests
Class participation	15% - Assignments
In-class presentation	10% - 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.)*

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, and 201 combined with continued study of texts.

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	Coursepack	Halq'eméylem word and grammar pack	
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Review HALQ 201; classroom phrases
- Greetings; vocabulary and phrases; sentence forming containing adjectives/verbs; pronouns, I, you, we, and you folks
- Animals; vocabulary and phrases; he/she/it; sentences using adjectives/verbs
- Stó:lō band names and their traditional meanings; who/what questions; new vocabulary
- Stó:lō seasonal chart; explore Stó:lō worldview aspects; who/what questions continued; third person
- Vegetables and fruit; vocabulary and phrases; transitive verbs with first and second person, singular
- Family; vocabulary and phrases; transitive verbs with first and second person, plural
- Months and their traditional and contemporary meanings; emphatic pronouns
- Body parts and clothing; vocabulary and phrases; negation

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 301, Advanced Upriver Halq'eméylem I

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

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

2. Rationale for change:

   Total Hours - We are requesting to change the check box to state that 'yes' labs are scheduled independent of lecture hours. Funding for lab instructors was previously unsecured for Halq'eméylem courses which is why this box was previously checked 'no'.

   Learning Outcomes – based on CACC feedback, Learning Outcomes are receiving minor edits

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): n/a - the changes are minor
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 an upper level elective option for the Indigenous Studies major. The changes proposed will not affect the use of this course in the IS program
5. Which program areas have been consulted about the change(s)? MOLA: HALQ & Dean's Office
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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.

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): There should be no additional costs associated with this course.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2020
REVISED COURSE IMPLEMENTATION DATE:	September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:**	October 2025

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: HALQ 301	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Advanced Upriver Halq'eméylem I **Course Short Title:** Adv. Upriver Halq'eméylem I	
Faculty: Faculty of Humanities	**Department/School:** Modern Languages

Calendar Description:

Students develop their linguistic skills and mastery of Upriver Halq'eméylem at an advanced level. They review and expand their knowledge of syntax, phonology, semantics, and lexicology with respect to Upriver Halq'eméylem and Stó:lô worldview.

Prerequisites (or NONE):	HALQ 202.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **Yes**

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Although a few sister languages of Halq'eméylem are similar in some aspects to Upriver Halq'eméylem, they are quite different linguistically. Only those studying the language formally will be able to achieve the learning outcomes for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 5, 2025
Faculty Council approval	**Date of meeting:**	June 6, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Demonstrate expanded syntactic knowledge within Upriver Halq'eméylem sentence pattern.
2. Read and write various sentence patterns.
3. Develop short compositions in Upriver Halq'eméylem.
4. Apply basic Upriver Halq'eméylem syntactical structures in short conversational dialogues.
5. Use near non-visible demonstratives; singular, plural, grammatical gender.
6. Distinguish linguistic differences between Upriver Halq'eméylem and English, reflecting Stó:lô cultural enrichment.
7. Develop advanced skills in the phonology and semantics of URH.

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

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

Details:

Midterm and final exams will assess both oral and written skills. Assignments include 10% 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.)*

Lecture, presentations, online instruction, guest lecturers, Accelerated Integrated Methodology (AIM), interlinear glossing techniques.

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	Galloway, Brent	The Structure of Upriver Halq'eméylem, A Grammatical Sketch and Classified Word List for Upriver Halq'eméylem, Coqualeetza Education Training Centre	1980
2.	Book	Galloway, Brent	Dictionary of Upriver Halkomelem	2009
3.	Book	Russell, Susan	Talking in Halq'eméylem: Documenting Conversation in an Indigenous Language, UBC Working Papers in Linguistics	2017
4.				
5.				

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

None

Course Content and Topics

- Reviewing syntax from URH Certificate Proficiency
- Reviewing and expanding on phonology and semantics of URH
- Reviewing and expanding various sentence structures in various contexts whilst applying interlinear glossing
- Using learned syntax to create written sample sentences
- Creating short personal paragraphs of daily living
- Practicing the syntax shift between first, second, and third person
- Practicing conversational dialogue for daily activities
- Social-cultural connections to land and people

Memo for Course Changes

To: CACC

From: Molleen Shilliday & Mary Stewart

Date: May 5, 2025

Subject: Proposal for revision of HALQ 302, Advanced Upriver Halq'eméylem II, Introduction to Storytelling

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:
   - Total Hours - We are requesting to change the check box to state that 'yes' labs are scheduled independent of lecture hours. Funding for lab instructors was previously unsecured for Halq'eméylem courses which is why this box was previously checked 'no'.
   - Calendar description – edited to present tense
   - Learning Outcomes – based on CACC feedback, Learning Outcomes are receiving minor edits
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   n/a - the changes are minor
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

   n/a - This course is an upper level elective option for the Indigenous Studies major. The changes proposed will not affect the use of this course in the IS program
5. Which program areas have been consulted about the change(s)?

   MOLA: HALQ & Dean's Office

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 is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.

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 demonstrate their grasp of outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.

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):

   There should be no additional costs associated with this course.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2020
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 2025
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: HALQ 302	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Advanced Upriver Halq'eméylem II: Introduction to Storytelling **Course Short Title:** Adv. Upriver Halq'eméylem II	
Faculty: Faculty of Humanities	**Department/School:** Modern Languages

Calendar Description:

Students are introduced to written and oral format of Sxwoxwiyam vs Sqweqwel and explore and apply the rhetorical devices such as metaphor, repetition, use of parallel lines, whilst examining social-cultural connections to land and people.

Prerequisites (or NONE):	HALQ 301.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **HALQ 220**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Supervised laboratory hours (language lab)	15
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **Yes**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Fall only**

Maximum enrolment (for information only)**: 15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

This course looks at structural foundation of Sxwoxwiyam and Sqweqwel and their rhetorical devices such as metaphor, repetition, use of parallel lines, alliteration, etc.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	May 5, 2025
Faculty Council approval	**Date of meeting:**	June 6, 2025
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Demonstrate advanced oral proficiency in the Halq'eméylem language.
2. Demonstrate advanced written proficiency in the Halq'eméylem language.
3. Choose from and adapt those traditional narrative forms in composing their own narratives in written and oral presentations, for a variety of topics.
4. Compose a series of short written narratives that demonstrate a gradually increasing length and complexity.
5. Comprehend the traditional story-telling forms in the Halq'eméylem language, including discourse markers, story structure, and formal elements (e.g. Introductions, closings, and quotative marking).
6. Use the structural foundation of Sxwoxwiyam (origin stories) and Sqweqwel (current events) and their rhetorical devices correctly such as metaphor, repetition, etc.
7. Demonstrate advanced knowledge of the Stó:lō worldview (meta-awareness and metacognition).
8. Use literary devices such as stanzas in an oral presentation of a short story.
9. Use proper protocol, copyright and publishing rights for materials.
10. Listen to, view, and read creative works with visual and contextual support.

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

Final exam:	20%	Assignments:	25%		%
Quizzes/tests/midterm:	35%	Project:	20%		%

Details:

Midterm, final exams and an oral presentation will assess both oral and written skills.

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, presentations, online instruction, guest lecturers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Book	Mayer, Mercer	A Boy, a Dog, and a Frog	2003
2.	Book	Galloway, Brent	Dictionary of Upriver Halkomelem	2009
3.				
4.				
5.				

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

None

Course Content and Topics

- Structural foundation of Sxwoxwiyam (origin stories) and Sqweqwel (current events)
- Traditional narrative forms
- Canadian copyright, Indigenous protocol, and Canadian publishing
- Social-cultural connections to land and people
- Written and oral aspects of Sxwoxwiyam and Sqweqwel
- Short story and visuals
- Oral presentation of a composed short story
- Social-cultural connection to the land in a provided story

Memo for Course Changes

To: Chair, Undergraduate Education Committee

From: Brianna Strumm, Chair BSW Program Committee, SWHS

Date: April 10, 2026

Subject: SOWK 496 (Social Work and Critical Approaches to Disability) OCO

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

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

2. Rationale for change: The course was due for a review and needed updates specific to the calendar description, learning outcomes, and content/topics covered. One textbook was also removed as it is no longer used. The updates support an evolving social work approach to disability that is anti-oppressive, culturally responsive, and attentive to both reconciliation and inclusion.

   Admission to the Master of Social Work was added to the prerequisites as SOWK 496 is offered as an elective option in the Foundational MSW program. This change will remove the requirement for a waiver to be entered manually for students in the Foundational MSW program who wish to take this 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 align most strongly with UFV's ILOs on critical and holistic examination, Indigenous knowledge systems, equity, diversity, and inclusion, and reflection for action, while also supporting applied professional competence, communication, and collaborative practice.
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). Indigenization is most explicit in the learning outcome focused on Indigenous Peoples' worldviews and spirituality, as well as the impact of colonization on experiences of disability, which invites students to understand disability through Indigenous ways of knowing rather than only Western frameworks. The assignments support Indigenization by creating opportunities for students to engage with Indigenous perspectives, histories, and ways of knowing in presentations and reflections.
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 reflected in the course emphasis on language, discourse, intersectionality, equity, and social justice, which together help students examine how disability is shaped by ableism alongside sexism, racism, ageism, and other forms of exclusion. The topics and assignments support EDI by asking students to reflect on bias and analyze oppression while engaging with diverse perspectives.
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: $30

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: April 1997
REVISED COURSE IMPLEMENTATION DATE: September 2027
COURSE TO BE REVIEWED (six years after UEC approval)**:** October 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: SOWK 496	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Social Work and Critical Approaches to Disability **Course Short Title:** Crit. Approaches to Disability	
Faculty: Faculty of Education, Community, & Human Dev.	**Department/School:** School of Social Work & Human Services

Calendar Description:

Critically examines disability theories, policies, and practice models to inform a social work perspective on disability issues. Societal discourses about disability, normalcy, and inclusion/exclusion are explored through an analysis of social justice, ethics, intersectionality, and citizenship.

Note: Students with credit for CYC 496 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Social Work or Master of Social Work.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **CYC 496**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 10, 2026
Faculty Council approval	**Date of meeting:**	June 12, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	October 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. Critically reflect on social work's history of oppression of people with disabilities.
2. Examine how language and discourse both privileges and oppresses people with disabilities.
3. Develop a practice framework to work with people with disabilities that is congruent with social work values and ethics.
4. Analyze critically the social work role within interdisciplinary teams accessed by people with disabilities and their families/caregivers.
5. Reflect how disability is understood within Indigenous Peoples worldviews and spirituality, including the impacts of colonization on Indigenous experiences of disability.
6. Analyze the intersectionality of ability/disability with experiences of sexism, racism, ageism, and other forms of discrimination and oppression.
7. Critique historical and current models of understanding disability in relation to equity and social justice.

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

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

Details:

Assignments may include oral presentations, reflections, and case study analysis.

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

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

Guest speakers, presentations, assignments, and discussions.

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

	Type	Author or description	Title and publication/access details	Year
1.	Book	Withers, A.J.	*Disability politics and theory: Revised and expanded*	Current
2.	Book	The Truth and Reconciliation Commission of Canada	*Honouring the truth, reconciling for the future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*	2015
3.	Online resource	BCCSW	*BCCSW Code of Ethics and Standards of Practice*	Current
4.				
5.				

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

Course Content and Topics

- Introduction: history of social work and people with disabilities
- The Canadian context
- Use of language and discourse
- Eugenic model/medical model
- Rehabilitation model
- The charity model
- The rights and social models
- Disability within Indigenous worldviews and spirituality, including the impacts of colonization
- Disability and intersectionality
- Self-determination, "independence", and alliance building
- Mental (in)capacity
- Disability and mental health

MEMO

TO: Dana Landry, UEC Chair

Copy: Amanda Grimson, UEC Assistant

FROM: David Johnston, University Registrar and AVP Enrolment Management

DATE: September 28, 2026

RE: Competitive Admission

As the SEM Plan continues to develop an understanding of enrolment patterns, program demand and capacity we have realized that many programs do not have the ability to limit admission if demand exceeds supply.

General Competitive Admission

The University may need to limit enrolment, by credential or program, due to space and resource considerations. When proposing a change to admission requirements, programs will consider the process for admission based on students coming with only a high school preparation and those entering after a period of post-secondary studies. These considerations would typically include:

- For secondary school entrance, an admission GPA calculated on the existing required courses.
- For transfer entrance, a cumulative GPA based on university credits attempted.

The competitive admission criteria could be a temporary measure that is invoked or permanent if the circumstances warrant. In all cases, once approved, the condition must be declared prior to September 1st in each calendar year.

Motion:

That UEC approve allowing programs to develop limited competitive admission criteria to be applied when it is determined that there more applicant demand than seats available for registered students.