



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
January 31, 2025 - 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: Dec. 13, 2024**

MOTION: To approve the draft minutes as presented.

**3. PRESENTATION**

**3.1. Equity and Access in Admissions**

**4. COURSES AND PROGRAMS**

8 - 51      **4.1. Business**  
Review with changes: BUS 348, 379, 403, 423, 435/ECON 435, 449/ECON 449

Name change: Financial Analytics post-baccalaureate diploma (currently  
Business Analytics post-baccalaureate diploma)

MOTION: To approve the BUS course outlines as presented.

MOTION: To recommend changing the Business Analytics post-baccalaureate  
diploma to the Financial Analytics post-baccalaureate diploma, effective  
September 2025.

52 -  
72      **4.2. Criminology and Criminal Justice**  
Review with changes including prerequisites: CRIM 212, 230  
Review with changes including title and prerequisites: CRIM 251  
Review with changes including prerequisites: CRIM 252  
Review with changes including title: CRIM 265

MOTION: To approve the CRIM course outlines as presented.

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77

**4.3. Graphic and Digital Design**

Review with changes: GD 202

MOTION: To approve the GD 202 course outline as presented.

78 -  
82

**4.4. Modern Languages**

New course: FREN 203, Study Tour in French: Language and Culture

MOTION: To approve the FREN 203 course outline as presented.

83 -  
89

**4.5. Philosophy**

Review with changes: PHIL 495

Discontinuation: PHIL 480, 481, 482, 490

MOTION: To approve the PHIL 495 course outline as presented.

MOTION: To approve the discontinuation of PHIL 480, 481, 482, and 490.

90 -  
101

**4.6. Political Science**

Review with changes: POSC 120, 260

MOTION: To approve the POSC course outlines as presented.

102 -  
128

**4.7. History**

Review with changes including title: HIST 162/LAS 162

New course: HIST 118, Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks

New course: HIST 480, Social History of the Medieval Roman Empire (c.600–1453): The Empire that Wouldn't Die

Discontinuation: HIST 382, 486, 487

Change to program requirement: History major

Change to program requirement: History extended minor

MOTION: To approve the HIST course outlines as presented.

MOTION: To approve the discontinuation of HIST 382, 486, and 487.

MOTION: To approve the change to the History major and extended minor as presented, effective September 2025.

129 -  
160

**4.8. Applied Business Technology**

Review with changes: ABT 110, 111, 133, 135, 137, 143

Review with changes including prerequisites: ABT 160, 187

MOTION: To approve the ABT course outlines as presented.

161 -  
171

**4.9. Education**

Changes to entrance and program requirements: Early Childhood Education

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certificate

MOTION: To recommend approval of the changes to the Early Childhood Education certificate as presented, effective September 2025.

172 -  
193

**4.10. Social Work and Human Services**

Review with changes including prerequisites: SOWK 300, 312

Changes to entrance and program requirements: Bachelor of Social Work and BSW Child Welfare specialization

MOTION: To approve the SOWK course outlines as presented.

MOTION: To recommend approval of the changes to the Bachelor of Social Work and BSW Child Welfare specialization as presented, effective September 2025.

194 -  
205

**4.11. Health Sciences**

Changes to entrance requirements: Health Care Assistant certificate

MOTION: To recommend approval of the changes to the Health Care Assistant entrance requirements as presented, effective September 2025.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. UEC Liaison reports**

**5.2. Policy Subcommittee report**

**5.3. APPC report**

**5.4. Senate report**

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

**6. INFORMATION ITEMS**

**6.1. Program suspensions and discontinuations**

Suspended: Cabinetmaking (Joinery) certificate

**7. ADJOURNMENT**



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

December 13, 2024  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Thais Amorim, Michael Batu, Chris Campbell, Rhonda Colwell, Vlad Dvoracek, Joy Enyinnaya, Samantha Hannah, Bobby Jaswal, Amber Johnston, David Johnston, Dana Landry, Carolyn MacLaren, Stan Manu, Lisa McMartin, Sylvie Murray, Cindy Schultz, and Susan Stoneson

**ABSENT:** Afeef Alam, Shirley Hardman, Claire Hay, Pavandeep Judge, Allyson Jule, Selena Karli, David McGuire, and Shel Stefan

**GUESTS:** Opeyemi Adesina, Avril Alfred, Geetanjali Gill, Raechel Healey-Chamberlain, Leanne Joe, Sarah Johanson, Moe Khaligh-Razavi, Zina Lee, Delinah Marples, Heather McAlpine, Alan Reid, and Omer Waqar

**RECORDER:** Amanda Grimson

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

Item 3.6 (Modern Languages) was removed from the agenda prior to the meeting.

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

**2.1.** UEC draft minutes: October 25, 2024

**MOTION:**

To approve the draft minutes as presented.

CARRIED

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

**3.1. Arts and Integrated Studies**

Change to prerequisites: AIS 398

**MOTION:**

To approve the AIS 398 course outline as presented.

CARRIED

**3.2. Biology**

Review with changes: BIO 301

Review with changes including prerequisites: BIO 307

**MOTION:**

To approve the BIO course outlines as amended:

- BIO 301 learning outcome #1: "Access and use..." changed to "Use..."

CARRIED

**3.3. Creative Arts**

Discontinuation: MEDA 401, 402

**MOTION:**

To approve the discontinuation of MEDA 401 and 402.  
CARRIED

**3.4. Computing**

Review with changes including prerequisites: CIS 145  
Change to prerequisites: COMP 486

**MOTION:**

To approve the CIS 145 course outline as presented.  
CARRIED

**MOTION:**

To approve the change to the COMP 486 prerequisites as presented.  
CARRIED

**3.5. English**

Review with changes: ENGL 344, 348, 349

**MOTION:**

To approve the ENGL course outlines as amended:

- ENGL 348 learning outcome #4 changed to "Describe the development of modernist American literature over this time period, and the development of social criticism with reference to key American authors in the period 1865 to 1910."
- Learning outcome "Write literary analyses using appropriate scholarly conventions and research methods" changed to "Use appropriate scholarly conventions and research methodologies to write literary analyses" for all three courses.

CARRIED

**3.6. Modern Languages**

Review with changes: GERM 101  
Review with changes including prerequisites: GERM 102  
Review with changes: GERM 201, 202

This was postponed at the department's request.

**3.7. Criminology and Criminal Justice**

Discontinuation: CRIM 281, 480

Changes to entrance and program requirements: Bachelor of Arts (Criminal Justice)

Changes to entrance and program requirements: Criminal Justice diploma

**MOTION:**

To approve the discontinuation of CRIM 281 and 480.  
CARRIED

**MOTION:**

UEC Draft Minutes  
13 Dec 2024

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To recommend approval of the changes to the Bachelor of Arts (Criminal Justice) as amended, effective September 2025:

- Basis for admission decision: "There are a limited number of seats" changed to "There may be a limited number of seats".
- Addition of note recommending that Indigenous course be completed within first 60 credits.

CARRIED

**MOTION:**

To recommend approval of the changes to the Criminal Justice diploma as amended, effective September 2025:

- Basis for admission decision: "There are a limited number of seats" changed to "There may be a limited number of seats".

CARRIED

**3.8. Global Development Studies**

Review with changes including title and discontinuation of cross-listing as GEOG 109: GDS 100

Change to prerequisites: GDS 204

Changes to program requirements: Bachelor of Arts in Global Development Studies

**MOTION:**

To approve the GDS course outlines as amended:

- GDS 204 evaluation: "lab work" is incorrect and will be updated.

CARRIED

**MOTION:**

To approve the changes to the Bachelor of Arts in Global Development Studies as presented, effective September 2025.

CARRIED

**3.9. Health Sciences**

New course: NURS 495

Change to program requirements: Bachelor of Science in Nursing and LPN Access to BSN

**MOTION:**

To approve the NURS 495 course outline as presented.

CARRIED

**MOTION:**

To approve the changes to the Bachelor of Science in Nursing and LPN Access to the Bachelor of Science in Nursing as presented, effective September 2025.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Learning Outcomes Guide**

[A guide for learning at UFV: Part A – Developing Learning Outcomes](#)

**4.2. UEC Liaison reports**

There were no reports this month.

**4.3. Policy Subcommittee report**

Work is continuing on Policy 105 (Course Credits), which is currently the subcommittee's main focus. There will be opportunities to consult on this policy soon. Minor changes to Policy 101 (Grading System) have been approved. Other policies under review are 64 (Credentials), 98 (Subsequent and Concurrent Bachelor Degree), and 57 (Field Placement).

**4.4. APPC report**

APPC recommended approval of the three post-baccalaureate diplomas from the School of Computing, accepted program reviews from Economics and Workplace Training in Attitudes, Skills, & Knowledge (TASK), and reviewed a concept paper for an MSc in biotechnology and sustainability.

**4.5. Senate report**

Senate recently approved Policy 101 (Grading System), the Journalism minor, and the three Computing post-baccalaureate diplomas. Senate will also begin looking at average grades at UFV.

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

The committee is discussing "holistic assessment" with the goal of developing a UFV-specific definition, and has revised their Terms of Reference to include better language to support Indigenization and decolonization. A course feedback survey that was piloted last year has had a positive response, so may be available in Brightspace.

**5. INFORMATION ITEMS****5.1. Upcoming UEC vacancies****5.2. Program suspensions and discontinuations**

Discontinued: Criminology extended minor

Discontinued: Master of Arts in Criminal Justice

Discontinued: Program Evaluation graduate certificate

**6. ADJOURNMENT**

The meeting was adjourned at 11:19 am.

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty and Kevin de Wolde

Date: May 23, 2024

**Subject: Proposal for revision of BUS 348**

*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: **Course Content and Topics revised to current approach to 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 \(ILOs\)](#): **No changes to learning outcomes.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
5. Which program areas have been consulted about the change(s)? **None.**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Course design includes stories of practical applications of theories learned. A significant portion of class time is spent on collaborative problem-solving in small student groups. Case studies have also been used to contextualize learning.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **Course delivery involves lectures, individual and group in-class assignments and discussions. Class material is presented in multiple formats suited to various student requirements. Solution walk-through videos have been created**

to supplement live discussions so students can review at their own pace. Assignments are online and allow for multiple attempts to learn how to apply the concepts. Examinations are spread out over three modules to diversify the assessments and give student feedback.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **This course is recognized by Chartered Professional Accountants (CPA) Canada as part of its Prerequisite Education Program (PREP) requirements to enter the CPA program. The course needs to ensure that these standards from the accounting profession are met.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$120**

**CWC comments and responses:**

- Memo #6: collaborative problem-solving in small student groups is not evidence of Indigenization.  
*While this method of learning may not be used in all Indigenous circles it is used in others as I had learned in past Indigenization workshops regarding Indigenous ways of learning. Additionally, due to the strong link with CPA accreditation this approach to teaching accounting is proven to be best methodology in the application of knowledge in this field.*
- Memo #7: Pre-Check suggests revising this response to strengthen the connection with CPA requirements.  
*#7 refers to EDI, so I am not sure of the specific connection that you want to make with CPA regarding EDI. #8 goes in length as to how this course connects with the CPA program as part of their PREP. As such the course learning outcomes must strictly align with their criteria.*
- Calendar description: the first two sentences are phrased as general statements, rather than a description of the course. Pre-Check suggests moving the last sentence to the beginning of the calendar description, to clarify what the course is about.  
*The first sentence is placed there to lead into the next two. It establishes the importance of the following sentences. I am confident that readers are able to read all three sentences and understand what the course is about.*
- Course content: for consistency with other course outlines, Pre-Check suggests removing exams and online assignments from this section.  
*These are specifically in that section to comply with EFMD accreditation of our BBA. They want to see the content, how it is assessed and how that assessment is linked to the course learning outcomes.*  
*Regarding EFMD accreditation, please see the comment below from Dr. Saeed Rahman, who is the lead on our accreditation process as well as the link to the EMFD standards and criteria*

*document. A key criterion for the accreditation process is that they want to see how assessments are linked to the learning outcomes.*

*“You can refer to the EFMD standards and criteria 2025 document, specifically section 2.3.6: Range of student assessment methods, pages 18 and 19. This section outlines the requirement to provide a clear picture of the types of assessment methods used. The relevant data is derived from the official course outlines.”*

*[https://www.efmdglobal.org/wp-content/uploads/EFMD\\_Global\\_Prog\\_Accred\\_Standards\\_and\\_Criteria.pdf](https://www.efmdglobal.org/wp-content/uploads/EFMD_Global_Prog_Accred_Standards_and_Criteria.pdf)*

*At the School of Business, we agree with EFMD and believe that including this enhances the quality of information provided to the reader of the course outline. If the objective of this box is to provide the reader of the outline with a good understanding of the nature of the course and what to expect if they would choose to enroll in it, then a more complete picture of said course would include not only the topics but also how such topics will be assessed. Since the learning outcomes are specified, it would be good to know how they will be covered and how they will be assessed. If I was interested in a course, I would find that useful information. Again, we believe that it provides value to the reader and enhances the quality of information provided and is why we added this information over 10 years ago to our outlines.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2031  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 348                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Management Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intermediate Mgmt Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Good business decisions rely on the preparation of accurate and relevant information. This includes allocating costs to the correct periods, processes and joint products. This course also examines inventory management, models in capital budgeting, profitability analysis, and performance measurement.                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | BUS 247.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- LO 1. Analyze the performance of a business through profitability analysis.
- LO 2. Allocate period and product costs within an organization.
- LO 3. Account for spoilage, rework, and scrap activities in process costing.
- LO 4. Optimize inventory cost management strategies.
- LO 5. Evaluate long-term capital investments using capital budgeting techniques.
- LO 6. Determine transfer prices for sales between two company divisions.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Quizzes/tests: | 80% | Assignments: | 20% |  | % |
|                | %   |              | %   |  | % |

## Details:

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

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

Lectures, discussions, case studies, and problem solving

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

| Type        | Author or description                                          | Title and publication/access details   | Year |
|-------------|----------------------------------------------------------------|----------------------------------------|------|
| 1. Textbook | Horngren, C., Datar, S., Rajan, M., Beaubien, L., & Graham, C. | Cost Accounting: A Managerial Emphasis | CE   |
| 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).

The publisher's license for online assignments is required and comes with a new textbook purchase or can be purchased online directly from the publisher.

## Course Content and Topics

### Module One: Profitability Analysis and Cost Allocation

- Analyze changes in operating income
- Allocate period costs within an organization
- Allocate product costs to joint and byproducts
- Evaluate the profitability of a business and its customers
- Exam (LO 1–2)
- Online assignments (LO 1–2)

### Module Two: Process Costing and Inventory Cost Management

- Allocate product, spoilage, rework, and scrap costs in different processes
- Develop optimal inventory management strategies
- Exam (LO 3-4)
- Online assignments (LO 3-4)

### Module Three: Capital Budgeting, Transfer Pricing and Performance Measurement

- Evaluate various capital investment opportunities
- Develop a transfer pricing strategy for sales between company divisions
- Measure performance of multi-national companies
- Case study and online assignments (LO 4–6)
- Exam (LO 5–6)

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business and Luciana Turchick Hakak

Date: September 2024

**Subject: Proposal for revision of Cross Cultural Management – BUS 379**

*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:

In addition to being in need for a periodic revision, the main textbook was changed as the old one was very outdated and increasingly difficult for students to purchase. Also, several new texts with important indigenous content are now being adopted.

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 \(ILOs\)](#):

While the changes to the CLOs are not substantial, they have been reviewed to ensure that they meet current ILOs. In particular, the ILOs of Applying Knowledge and Competencies Proficiently, Examine Critically and Holistically, Communicate Effectively, Engage with Indigenous Knowledge Systems, Contribute Locally and Globally, Advocate for Equity, Diversity and Inclusion and Engage in Reflection for Action are met through the revised CLOs and instructional methods.

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)?

School of Business, Faculty of Business and Computing

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

The indigenous texts added to the proposed course material are intended to expose students to the ways in which native and non-native peoples around the world are culturally diverse. Therefore, expanding beyond the course's previous "international" perspective and going toward one that is truly "intercultural", including all cultures regardless of modern national borders.

Second, the format of the proposed assessments for this course, including extensive in-class discussions, reflection-papers, and student-led seminars, is consistent with indigenous teachings that propose that knowledge should be constructed iteratively and together with students, with the instructor not taking on an exclusive position of power in the learning process. Thus, in class discussions, students are encouraged to bring up how their experiences of cross-cultural interactions (whether their experience is one of indigeneity or settlers and/or from any country) is related to the topic of the class. They are also encouraged to do so in reflection papers, although more formally. And in student-led country-study seminars, students are empowered to research about a country and share that knowledge with their classmates, therefore enacting the value of learning through dialogue and shared power in the classroom.

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 "Diversity in International Workplaces" being a specific subtopic of one of the weekly classes, most of the class topics address the importance of equity, diversity and inclusion, such as (but not only) when we refer to different styles of verbal and non-verbal communication, negotiations, decision making and leadership. In all these topics, we address how people with different identities and experiences react differently to the world around them, and we discuss how the assumptions that we (student and instructor) have of how the world should and does work, are socially constructed and far from being exclusive. In the context of these discussions, we also talk about the power of diversity and inclusion not only to enable a more just world, but also to influence positive business outcomes.

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

The smaller class size limit (25 students max) is important in order to ensure that the in-class discussions and experiences can be run effectively, inclusively, and in a way that integrates indigenous values and pedagogical methods.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
\$100.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 379                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Cross-Cultural Management                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Cross-Cultural Management                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will analyze the behavior of people in cross-cultural organizations and work teams, with multi-cultural customers and inter-cultural stakeholders. Students will also develop competencies for managing cultural diversity in the workplace, enabling them to become competent transcultural actors in the workplace and beyond.                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Assess how culture and subcultures affect the business environment.
2. Analyze how cultural values and perspectives influence intercultural communication, negotiation, and problem solving.
3. Demonstrate insight into one's culture, cultural limitations and filters.
4. Express sensitivity to a variety of cultures and norms within organizations.
5. Demonstrate a range of intercultural competencies.
6. Apply culture-dependent factors to the management of organizations in the areas of teams, leadership, motivation, decision making, organizational structure, organizational diversity, business ethics, organizational conflict, and negotiations.

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

|              |     |             |     |
|--------------|-----|-------------|-----|
| Project:     | 30% | Final exam: | 30% |
| Assignments: | 40% |             |     |

**Details:** Two summative reflection papers, country study (paper and seminar), in-class simulations and discussions, final exam.

**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.)

Seminars, presentations and guest lectures.

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

| Type                    | Author or description                            | Title and publication/access details                                                                                                                                                                      | Year |
|-------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook             | Thomas, D. & Inkson, K.                          | Cross Cultural Management. An Introduction (Sage) (or equivalent)                                                                                                                                         |      |
| 2. Indigenous knowledge | Salmon, E., Chavez R, J. F., & Murphy, M. (2023) | New perspectives and critical insights from Indigenous peoples' research: A systematic review of Indigenous management and organization literature. <i>Academy of Management Annals</i> , 17(2), 439-491. |      |
| 3. Indigenous knowledge | Redpath, L., & Nielsen, M. O. (1997).            | A comparison of native culture, non-native culture and new management ideology <i>Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration</i> , 14(3), 327-339.     |      |
| 4. Indigenous knowledge | Julien, M., Wright, B., & Zinni, D. M. (2010).   | Stories from the circle: Leadership lessons learned from aboriginal leaders. <i>The Leadership Quarterly</i> , 21(1), 114-126.                                                                            |      |

## Course Content and Topics

Throughout the course, weekly student seminars on the business cultures of specific countries of Western and Eastern Europe, Africa, Asia, Latin America, and indigenous peoples of Turtle Island (North America) and Oceania

Module One: Explore how culture and subcultures affect the business environment

- Comparative cultures
  - Cultural commonalities and differences
  - Dimensions of culture
  - Dilemmas and reconciliation between cultures
  - Stereotypes and ethnocentrism
- Assessment: In-class discussions and simulations (LO1; LO3; LO4)

Module Two: Analyze how cultural values and perspectives influence international communication, negotiation and problem solving

- Cross-cultural communication: verbal and non-verbal communication channels and challenges
- Cross-cultural negotiation and conflict
- Cross-cultural decision-making: how different perspectives inform business decisions
- Cross-cultural mobility: intercultural adaptation; cultural intelligence; culture shock
- Assessment: In class discussions and simulations; reflection paper #1 (LO1; LO2; LO3; LO4; LO5)

Module Three: Demonstrate insight into how cross-cultural differences affect organizational behavior in the areas of:

- Cross-cultural motivation and leadership
- Cross-cultural groups and teams
- Culture and organizational structure
- Inclusion and diversity across cultures
- Cross cultural ethics and ethical dilemmas
- Assessment: In class discussions and simulations; Reflection paper #2 (LO1; LO3; LO4; LO5; LO6)
- Project: Country study paper and seminar (LO1; LO2; LO3; LO4; LO6)

Final exam (LO1; LO2; LO6)

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business

Date: September 30, 2024

**Subject: Proposal for revision of BUS 403 - Strategic Management**

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

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

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

2. **Rationale for change:**

The current OCO, last updated in September 2018, has been revised to reflect changes in assessment methods and to provide greater clarity to the existing learning outcomes.

The Assessment Methods

The revised OCO emphasizes practical learning through assignments, quizzes, case analyses, and a major project. It focuses on applying concepts, theories and frameworks from other business disciplines to help students make more holistic and strategic decisions when addressing organizational challenges in the business world.

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

The updated learning outcomes are designed to achieve two objectives. First, provide more detail and clarity around the original four learning outcomes. Second, the new LOs have been added to reflect what have always been LOs for the course. There are no substantial changes to the desired LOs for the course. There is more alignment with the Institutional Learning Outcomes. For example, LO1 and LO2 align with ILO 1's emphasis on applying knowledge and competencies. Next, LO4 and LO7 align with ILO 2's focus on examining ideas and solutions critically and holistically. Further, LO6 aligns with ILOs 3 and 4's focus on communicating effectively and leading collaboratively. Both LO1 and LO2 align with ILO 5's focus on engaging with Indigenous knowledge systems by providing the opportunity for students to undertake the strategic analysis of an Indigenous business case(s) or by

preparing a strategic plan for a publicly-traded Indigenous business. Next, LO1, LO2 and LO5 align with ILO 6's focus on sustainability and environmental stewardship both locally and globally. Students observe, when conducting a strategic analysis, how successful organizations integrate core values, ethical principles and sustainability practices into their strategies to compete successfully on the global stage. Further, LO5 aligns with ILO 7 to advocate for equity, diversity and inclusion. The course is case intensive, and students can observe the behaviour and decision-making style for a variety of leaders in challenging situations. This provides students with some context to reflect on their own values, beliefs and motivations which is the core focus of ILO 8

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 change has been consulted with the School of Business.
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).**  
  
This course contributes to Indigenizing our academy by incorporating Indigenous guest speakers such as Indigenous entrepreneurs, and community leaders and by providing students with opportunities to analyze Indigenous business cases. Students will propose strategic plans applying the Indigenous principle of holistic learning when conducting a strategic analysis of an Indigenous organization.
7. **How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?**  
  
Students analyze real-world companies to address equity, diversity and inclusion issues and learn how organizations create and sustain a performance-based culture.
8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)**N/A
9. **Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** N/A



**ORIGINAL COURSE IMPLEMENTATION DATE:** April 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------|--|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 403                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Course Full Title:</b> Strategic Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Course Short Title:</b> Strategic Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Calendar Description:</b><br>This capstone course explores the strategic management process in both theory and practice. Students integrate and apply concepts from previous courses, including finance, marketing, production, and human resources, to identify and address strategic issues facing organizations. Emphasis is placed on holistic thinking, encouraging a broader organizational perspective. Students use strategic tools and frameworks to analyze how businesses understand and respond to their competitive environments, leveraging resources and capabilities to pursue opportunities. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | BUS 349.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Lecture/seminar</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Lecture/seminar |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>It is a capstone course |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                               |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                 |  |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |

## Learning Outcomes

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

- LO 1: Integrate knowledge from various business disciplines to formulate a strategic plan for a publicly traded company.  
 LO 2: Conduct strategic analysis of organizations across different industries, sectors, and competitive scenarios, including private and publicly traded companies, non-profits, and Indigenous businesses.  
 LO 3: Apply the principles of effective strategy crafting and execution.  
 LO 4: Evaluate an organization's current position and future direction to generate insights for formulating business strategies.  
 LO 5: Assess how effectively an organization integrates core values, ethical principles, and sustainability practices into its strategies to achieve a competitive advantage.  
 LO 6: Collaborate effectively to prepare and present strategic reports clearly and persuasively.  
 LO 7: Apply critical thinking to evaluate and compare strategic alternatives and their long-term implications.

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

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

Details:

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

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

Lectures, presentations, guest lecturers, case studies, article discussions, and a group strategic plan project.

**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 | Thompson, A. A., Peteraf, M. A., Gamble, J. E., & Strickland III, A.J. | Crafting and Executing Strategy: The Quest for Competitive Advantage. McGraw-Hill | Current edition |
| 2.          |                                                                        |                                                                                   |                 |
| 3.          |                                                                        |                                                                                   |                 |
| 4.          |                                                                        |                                                                                   |                 |
| 5.          |                                                                        |                                                                                   |                 |

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

## Course Content and Topics

Module One: Establishing a strategic direction

- Developing strategic vision statement, mission statement, and core values
- Project (strategic plan) and assignments (case studies) (LO1)

Module Two: Evaluating external and internal business environments

- Assessing competitive environment and forces
- Evaluating internal strengths and weaknesses
- Analyzing internal cost structures and customer value propositions
- Project (strategic plan) and assignments (case studies) and quizzes (LO2, 4, 5)

Module Three: Developing business and corporate strategies

- Evaluating various business and corporate strategies
- Strengthening a company's competitive position
- Developing strategies for competing in international markets
- Choosing a specific corporate strategy
- Project (strategic plan) and assignments (case studies) (LO1, 4, 6, 7)

Module Four: Executing a corporate strategy

- Building resources and capabilities
- Managing internal operations
- Establishing a strong corporate culture
- Establishing effective managerial leadership
- Project (strategic plan), assignment (case studies) and quizzes (LO3)

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business

Date: September 2024

**Subject: Proposal for revision of BUS 423 – Services Marketing**

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

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

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

**2. Rationale for change:**

The proposed changes to BUS 423: Services Marketing are driven by the need to align the course with the rapidly evolving landscape of marketing, current best practices, and recommendations from EFMD (European Foundation for Management Development). The current OCO, last updated in September 2013, is outdated and does not fully reflect the complexities and demands of today's service-based economy. The updated course learning outcomes emphasize critical analysis, cultural sensitivity, and the integration of Indigenous perspectives, ensuring that students are equipped to navigate both local and global markets with a deep understanding of equity, diversity, and inclusion (EDI). The new assignment design incorporates holistic assessments, project-based learning, and real-world applications, fostering a more inclusive and practical learning experience. These revisions are essential to aligning the course with UFV's Institutional Learning Outcomes (ILOs) and strategic objectives, particularly in terms of indigenizing the curriculum and promoting EDI, thereby preparing students to become responsible and culturally competent leaders in the field of service marketing.

**A. The Calendar Description.**

The revised calendar description reflects a more modern, inclusive, and globally oriented approach to services marketing, aligning with current trends and institutional priorities. Here's a detailed rationale for the changes:

**Globalization and Economic Shifts:**

- *Old Description:* The original description focuses on the pervasive nature of services and their critical role in customer retention. However, it lacks emphasis on the global shift towards service-based industries.

- *New Description:* The new description explicitly acknowledges the global economic shift towards service-based industries. This change emphasizes the relevance of services marketing in a globalized economy, preparing students for the challenges and opportunities they will face in diverse international markets.

**Inclusion of Equity, Diversity, and Inclusion (EDI):**

- *Old Description:* The original description does not address EDI, which is a crucial consideration in today's business environment.
- *New Description:* The new description integrates EDI principles, reflecting the need for marketing strategies that are inclusive and equitable. This addition aligns the course with UFV's commitment to social responsibility and prepares students to design services that cater to diverse customer bases.

**Integration of Indigenous Knowledge Systems:**

- *Old Description:* Indigenous perspectives and knowledge systems are absent from the original description, missing an important aspect of reconciliation and cultural inclusivity.
- *New Description:* The inclusion of Indigenous knowledge systems in the new description ensures that the course content is aligned with UFV's Indigenization goals. It also prepares students to engage with and respect Indigenous perspectives, which is increasingly important in Canadian and global contexts.

**Focus on Sustainability and Responsibility:**

- *Old Description:* The original description touches on the importance of service marketing but does not explicitly address ethical responsibility or sustainability.
- *New Description:* The new description highlights the development of responsible and sustainable service solutions. This change reflects the growing importance of sustainability in business practices and aligns with global trends towards ethical consumption and corporate responsibility.

**Emphasis on Technology and Innovation:**

- *Old Description:* The original description mentions the rapid infusion of technology but does not fully explore its implications or how it will be addressed in the course.
- *New Description:* The new description provides a clearer focus on the integration of technology in service delivery, acknowledging its role in shaping modern service marketing. This change ensures that students will learn to leverage technology effectively in designing and delivering services.

**Practical Applications and Skill Development:**

- *Old Description:* While the original description mentions the application of theories and concepts, it does not specify the practical skills students will develop.
- *New Description:* The new description emphasizes the development of practical skills through service blueprints and marketing plans. This focus on hands-on learning ensures that students will be better prepared to apply their knowledge in real-world scenarios, enhancing their employability and readiness for the workforce.

**Alignment with UFV's Institutional Learning Outcomes (ILOs)**

The revised calendar description closely aligns with UFV's Institutional Learning Outcomes (ILOs) by emphasizing key areas such as equity, diversity, and inclusion (EDI), Indigenous knowledge systems, and global perspectives. By incorporating these elements, the course not only teaches foundational service marketing principles but also prepares students to **communicate effectively** across diverse cultural contexts, **critically examine** and **apply knowledge holistically**, and **contribute both locally and globally**. Additionally, the focus on **ethical responsibility and sustainability** ensures that students are equipped to advocate for social justice and engage in **reflective practices** that consider the broader impact of service marketing on society. These elements collectively ensure that students are well-prepared to meet the complex demands of the modern, interconnected world.

**B. The Learning Outcomes (LO'S)**

- **LO 1: Critically analyze the unique characteristics of services as compared to goods, with a focus on applying this knowledge to local and international service markets.**

This objective encourages students to examine how service characteristics differ across global markets and apply marketing strategies that are sensitive to cultural nuances and local practices. Through this analysis, students will learn to appreciate the significance of inclusivity and diversity in service marketing, which is essential for meeting the varied needs of different populations. By focusing on the distinctions between services and goods and applying this knowledge in various contexts, students will engage in higher-level cognitive processes as outlined in Bloom's Taxonomy, particularly in the areas of Application and Evaluation, equipping them with the skills to effectively address global market challenges.

- **LO 2: Develop and apply a services marketing mix that reflects principles of equity, diversity, inclusion (EDI), and international best practices.**

The focus on Equity, Diversity, and Inclusion (EDI) ensures that the services marketing mix not only meets the diverse needs of customers but also promotes equitable access to services, reflecting fair and inclusive practices (Vijayasathy and Robey, 1997). As part of their learning, students will incorporate international best practices into their marketing strategies, equipping them to navigate and succeed in diverse global markets. This approach requires students to synthesize a marketing mix by integrating inclusive principles and applying them in real-world contexts, aligning with the Synthesis and Application levels of Bloom's Taxonomy, which enhances their ability to develop effective and culturally sensitive marketing strategies.

- **LO 3: Evaluate and implement strategies to manage and improve service quality, integrating Indigenous perspectives and knowledge systems where applicable.**

This learning outcome integrates Indigenous perspectives into service quality management by recognizing and applying Indigenous knowledge systems to enhance service delivery and customer satisfaction (Raciti et al., 2023). At the same time, it requires students to critically evaluate and select the most effective strategies for managing service quality, then apply these strategies in practice, engaging with the Evaluation and Application levels of Bloom's Taxonomy. This approach ensures that students not only understand and respect Indigenous contributions but also develop practical skills in implementing these insights within service management.

- **LO 4: Develop service blueprints that incorporate diverse cultural perspectives, including Indigenous ways of knowing, to enhance customer experiences and organizational efficiency.**

This outcome emphasizes the integration of Indigenous ways of knowing into service blueprinting, ensuring that cultural perspectives are respected and embedded in the design and delivery of services . By incorporating diverse cultural insights, students are better equipped to create service designs that are not only culturally appropriate but also effective in international contexts (Figueiredo & Scaraboto, 2020). This approach underscores the importance of inclusivity and accessibility in service design, aligning with Equity, Diversity, and Inclusion (EDI) principles to meet the needs of a diverse customer base . Additionally, students will engage in the Synthesis and Application levels of Bloom's Taxonomy by creating new service structures that integrate these diverse perspectives and applying them in real-world settings.

- **LO 5: Design service marketing plans that are ethically responsible and sustainable, addressing global and local community needs.**

This outcome is designed to help students develop marketing plans that incorporate Indigenous knowledge to foster sustainability, aligning with the principles of social and environmental responsibility. By emphasizing the importance of ethical responsibility, students are encouraged to critically evaluate the global impact of their marketing strategies, equipping them to address the complexities of global service markets. The focus on equity and inclusion ensures that marketing plans are crafted to promote fair treatment and accessibility for all stakeholders, reflecting best practices in ethical marketing (Pomering & Johnson, 2018). This approach engages students at the Synthesis level of Bloom's Taxonomy, as they are required to integrate diverse ethical considerations and sustainability into cohesive marketing plans that address both global and local needs, fostering a deeper understanding of the interconnectedness of these issues.

- **LO 6: Assess and utilize technology in service delivery, ensuring that digital strategies promote inclusivity and accessibility for all customers.**

This learning outcome focuses on equipping students to assess and apply digital strategies in service delivery that are effective across diverse global markets while respecting local cultural norms and practices (Van Deursen & Helsper, 2020). By prioritizing inclusivity and accessibility, students will ensure that technology is leveraged to make services accessible to all customers, including those from marginalized or underserved communities (Sabharwal, 2020). The process involves evaluating various technologies for their potential impact on inclusivity and accessibility, making informed judgments about their effectiveness, and applying these findings in real-world scenarios, aligning with the Evaluation and Application levels of Bloom's Taxonomy.

Overall, the learning outcomes ensure that students not only gain academic knowledge but also develop the critical, ethical, and cultural skills necessary to be responsible and effective leaders in today's global society.

### **C. Assessment**

The revised assessment structure for BUS 423 represents a significant shift from a traditional, exam-heavy approach to a more balanced and dynamic evaluation method. Here's a detailed rationale for the key changes:

#### **Quizzes/Tests (15%)**

- **Old Assessment:** Final Examination (30%)
- **New Assessment:** Midterm Exam (15%)
- **Rationale:** The final examination's weight has been significantly reduced from 30% to a 15% midterm exam. This change reflects a shift away from high stakes testing towards continuous assessment. A midterm exam serves as a formative assessment, offering timely feedback that enables students to identify areas for improvement and deepen their understanding (Nicol & Macfarlane-Dick, 2006). his approach directly supports UFV's ILOs by fostering critical thinking and reflective learning, as students are encouraged to engage continuously with the course material and apply feedback to enhance their learning outcomes. The midterm exam still plays a critical role in assessing foundational knowledge but does so in a less overwhelming manner thereby facilitattaimg a supportive learning environment.

**Holistic Assessment (25%)**

- **Old Assessment:** 10%
- **New Assessment:**20%
- **Rationale:** The shift from a 10% participation-based assessment to a 20% holistic assessment enhances the evaluation process by providing a more comprehensive measure of student engagement, learning, and skill application. Unlike participation grades, which primarily assess basic involvement, holistic assessment evaluates a broader range of activities, including critical thinking, creativity, and the integration of knowledge into practical scenarios (Akubuilu,2012). This change aligns with the principles of authentic assessment, ensuring that students demonstrate real-world application of their skills, particularly in synthesizing diverse cultural perspectives for service marketing strategies. The increased weight of the holistic assessment better reflects students' ability to apply theoretical concepts in complex, real-world contexts, thereby meeting the course's new learning outcome that emphasizes the synthesis of knowledge and critical application

**Project-Based Assessment (45%)**

- **Old Assessment:** Existing Service Blueprint (15%) + New Service Plan/Blueprint (25%)
- **New Assessment:** Service Blueprint Project (20%) + Service Marketing Plan (25%)
- **Rationale:** The revised assessment plan continues to emphasize project-based learning but refines the approach to better integrate theory and practice. The Service Blueprint Project and Service Marketing Plan are now distinct yet complementary, each contributing significantly to the overall grade. This structure encourages students to engage deeply with the material, applying their knowledge to develop practical, real-world solutions that are ethically responsible and sustainable. The emphasis on projects aligns with the ILOs of contributing locally and globally and applying knowledge proficiently.

**D. Rationale for Change in Course Content/Topics:**

The revised course content for BUS 423 reflects a necessary update to better align with contemporary service marketing practices and the evolving landscape of global business. The original course content primarily focuses on traditional aspects of service marketing, such as customer expectations, perceptions, and service quality management, which remain important. However, the new content expands these foundational concepts by incorporating more diverse, culturally sensitive, and globally relevant topics. For instance, the inclusion of Indigenous Perspectives in Service Marketing (Topic 11) addresses the growing need for culturally informed

business practices, aligning with UFV's commitment to Indigenization and equity, diversity, and inclusion (EDI). Additionally, the emphasis on digital strategies and technology integration in topics like Crafting the Service Environment & Digital Strategies (Topic 7) and Integrated Services Marketing Communication (Topic 8) ensures that students are prepared to navigate the increasingly digital and interconnected global market.

Moreover, the updated course content introduces a stronger focus on ethical responsibility and sustainability in service marketing, as seen in the new topics related to service blueprinting, customer loyalty, and ethical pricing strategies. These changes respond to the recommendations from the European Foundation for Management Development (EFMD) and align with UFV's Institutional Learning Outcomes (ILOs) by preparing students to become socially responsible and culturally competent professionals. The integration of real-world applications, such as the Service Marketing Plan and Service Blueprint Project, encourage students to apply theoretical knowledge in practical settings, fostering a deeper understanding of how to create effective, inclusive, and sustainable service solutions. Overall, the new content ensures that the course remains relevant and forward-thinking, equipping students with the skills and knowledge needed to succeed in today's dynamic and diverse business environment

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

The new learning outcomes for BUS 423 are designed to align closely with both the broader learning outcomes of the Business Administration program and UFV's Institutional Learning Outcomes (ILOs). Here's how these learning outcomes contribute to students' overall educational development:

**LO 1:** This learning outcome supports PLOs 1 and 2 by enabling students to apply business knowledge and skills analytically while engaging in critical thinking to assess the unique attributes of services. It also aligns with UFV's ILOs, particularly in fostering students' ability to examine critically and holistically, encouraging them to think critically about service characteristics and apply this understanding across diverse markets.

**LO2:** This learning outcome reflects PLO5 and PLO6 by emphasizing ethical perspectives and global citizenship, as well as the need to integrate international considerations. It directly aligns with UFV's ILOs by advocating for equity, diversity, and inclusion, and contributing locally and globally, ensuring that students are prepared to design marketing strategies that respect and address the needs of diverse populations through a focus on EDI and international best practices.

**LO3:** This learning outcome ties into PLO5 by promoting ethical considerations in business practices and PLO2 by encouraging students to consider diverse perspectives in problem-solving. It also aligns with UFV's ILOs by engaging with Indigenous knowledge systems and contributing locally and globally, ensuring that students learn to incorporate Indigenous perspectives into their approach to service quality management.

**LO4:** This learning outcome supports PLO2 and PLO4 by involving critical thinking and leadership in incorporating diverse perspectives into service design. It also aligns with UFV's ILOs by engaging with Indigenous knowledge systems and contributing to effective communication and collaborative leadership, fostering inclusivity in service design and delivery.

**LO5:** This learning outcome aligns with PLO5, emphasizing ethical perspectives and global citizenship, and PLO6, reflecting international and local business practices. It contributes to UFV's ILOs by promoting contributions locally and globally, advocating for equity, diversity, and inclusion, and ensuring that marketing plans are sustainable and responsible on both global and local scales.

**LO6:** This learning outcome supports PLO3 by involving the use of technology to make informed decisions, ensuring that students can apply technology inclusively. It aligns with UFV's ILOs by advocating for the proficient application of knowledge and competencies and promoting equity, diversity, and inclusion, ensuring that digital strategies are accessible and inclusive for diverse customer groups.

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

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

The change has been consulted with the School of Business, which will be responsible for offering BUS423

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

BUS 423 is designed to not only educate students about service marketing but also to ensure that they do so in a way that respects and incorporates Indigenous perspectives.

The course's assignment design thoughtfully incorporates Indigenous perspectives through several approaches. In the Service Blueprint Project, students are tasked with creating service blueprints that include Indigenous ways of knowing, ensuring that the services are culturally relevant and respectful of Indigenous values. This assignment addresses the TRC Calls to Action by guiding students to contribute to reconciliation and the preservation of culture, while also aligning with the UNDRIP by upholding the rights of Indigenous peoples to sustain and enhance their institutions, cultures, and traditions. Furthermore, the Case Study Analysis centers on Indigenous-owned businesses or organizations collaborating with Indigenous communities, allowing students to examine the distinct challenges and opportunities that Indigenous service providers encounter. This component aligns with UFV's policy on supporting Aboriginal Peoples by emphasizing the success of Indigenous businesses and their economic contributions. Lastly, the Final Project Presentation requires students to integrate Indigenous perspectives, showcasing how their service marketing strategies honor and incorporate Indigenous knowledge. This aspect supports UFV's goal of embedding Indigenous knowledge systems into the curriculum, enhancing students' understanding of Indigenous worldviews in the realm of business.

The course's topic selection emphasizes the integration of Indigenous perspectives in service marketing, particularly in managing relationships and building loyalty. One key focus is the *3 R Concept—Respect, Reciprocity, and Responsibility*—which is central to Indigenous cultures for fostering and maintaining relationships, especially in business. Students explore how these principles can be woven into service marketing strategies to manage relationships and build customer loyalty within Indigenous communities. This approach reflects Indigenous epistemologies, acknowledging that relationships in business and other areas are based on mutual respect and consideration for the

community and environment. It aligns with the UFV Integrated Strategic Plan by creating a learning environment that values and integrates Indigenous knowledge systems and perspectives. Additionally, it addresses the TRC Calls to Action by promoting reconciliation through education that honors Indigenous worldviews and aligns with the UNDRIP by encouraging business practices that respect the rights of Indigenous peoples, particularly in terms of self-determination and cultural preservation. Another significant topic is Cultural Sensitivity in Service Marketing, where students learn about the importance of cultural awareness when engaging with Indigenous communities. This includes discussions on ethical marketing practices that respect Indigenous cultures and avoid exploitation, aligning with UNDRIP's emphasis on protecting Indigenous peoples' cultural rights and preventing the misappropriation of their cultural heritage.

The course delivery includes opportunities for Education Beyond the Classroom through off-campus and land-based learning experiences, such as visiting business communities or organizations to design Service Marketing Plans. This approach aligns with Indigenous educational practices that consider learning as integrated into all aspects of life. By moving learning outside the traditional classroom, the course honors and incorporates the value of land-based learning and community engagement, fostering a deeper understanding of Indigenous perspectives. Incorporating these off-campus and land-based learning experiences into BUS 423 aligns with the UFV Integrated Strategic Plan by extending education beyond the conventional classroom, emphasizing experiential learning and community involvement. It also addresses the TRC Calls to Action by embedding Indigenous ways of knowing into the curriculum, advancing reconciliation through culturally relevant, hands-on education.

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

BUS 423 thoughtfully integrates equity, diversity, and inclusion (EDI) principles into its assignment design, topic selection, and curriculum delivery, ensuring that these critical values are foundational to the learning experience.

The course incorporates principles of equity, diversity, and inclusion (EDI) through thoughtful assignment design. The Holistic Assessment (25%) is tailored to accommodate different learning styles, allowing for diverse ways of demonstrating knowledge. This approach aligns with EDI by recognizing and valuing the varied ways in which students can express their understanding, including reflective elements where students analyze the integration of EDI in services marketing. Assignments (15%) are designed to engage students with EDI issues directly, such as evaluating case studies involving diverse customer bases or addressing service design challenges in multicultural contexts. The Project-Based Assessment (45%) emphasizes collaboration, where diverse perspectives are not only welcomed but also essential to the learning process. By requiring consideration of global and Indigenous perspectives, these projects promote inclusivity and respect for cultural diversity.

The course topics are carefully selected to embed EDI principles throughout the curriculum. *Topic 2: Understanding the Service Marketing Mix* includes a focus on integrating EDI principles and international best practices, ensuring students learn to adapt marketing strategies to various cultural contexts and customer needs. *Topic 5: Service Design & Blueprint* emphasizes incorporating diverse cultural perspectives, including Indigenous ways of knowing, into service design, training students to respect and consider cultural diversity in their professional practices. *Topic 11: Indigenous Perspectives in Service Marketing in Managing Relationships & Building Loyalty* offers students a deep engagement with

Indigenous knowledge systems, reflecting EDI principles and aligning with efforts to indigenize the curriculum.

The course delivery further reinforces EDI principles by Incorporating International and Indigenous Knowledge throughout the curriculum. This ensures that students gain a comprehensive understanding of services marketing that respects and values diverse viewpoints. Additionally, a Focus on Inclusivity in Technology addresses the role of technology in service delivery, with an emphasis on inclusivity and accessibility. This approach teaches students to design and implement digital strategies that are equitable and accessible to all customers, further promoting EDI in their future professional endeavors.

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**

**References:**

- Akubailo, F. (2012). Holistic assessment of student's learning outcome. *Journal of Education and Practice*, 3(12).
- Manyaga, M. B., Goldman, G. A., & Thomas, P. (2024). Sustaining SMEs through Indigenous Knowledge Systems: Exploring opportunities and challenges. *Southern African Journal of Entrepreneurship and Small Business Management*, 16(1), a882.
- Pomeroy, A., & Johnson, L. W. (2018). Building Sustainability into Services Marketing: Expanding decision-making from a mix to a matrix. *Sustainability*, 10(9), 2992.
- Raciti, M., Harris, J., & Rundle-Thiele, S. (2023). Centring Indigenous knowledges in social marketing: A strength-based approach. *Journal of Social Marketing*, 13(2), 150-167.
- Vijayarathay, L. R., & Robey, D. (1997). The effect of EDI on market channel relationships in retailing. *Information & Management*, 33(2), 73-86.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1996  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 423                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Services Marketing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Services Marketing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An in-depth exploration of service marketing principles, addressing the distinctive challenges of managing and marketing services across various industries. Students will explore service quality, customer relationship management, and the integration of technology in service delivery, while also considering the significance of equity, diversity, and inclusion (EDI), international perspectives, and Indigenous knowledge systems. Through practical applications, such as service blueprints and marketing plans, students will develop the skills to create responsible and sustainable service solutions that contribute positively to local and global communities. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | BUS 320.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">35</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 35 | Tutorials/workshops | 10 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours:    No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> October 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- LO1: Critically analyze the unique characteristics of services as compared to goods, with a focus on applying this knowledge to local and international service markets.
- LO 2: Design a services marketing mix that reflects principles of equity, diversity, inclusion (EDI), and international best practices.
- LO 3: Evaluate strategies to manage and improve service quality, integrating Indigenous perspectives and knowledge systems where applicable.
- LO 4: Develop service blueprints that incorporate diverse cultural perspectives, including Indigenous ways of knowing, to enhance customer experiences and organizational efficiency.
- LO 5: Design service marketing plans that are ethically responsible and sustainable, addressing global and local community needs.
- LO 6: Apply technology in service delivery, ensuring that digital strategies promote inclusivity and accessibility for all customers.

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

|                      |     |              |     |          |     |
|----------------------|-----|--------------|-----|----------|-----|
| Quizzes/tests:       | 15% | Assignments: | 20% | Project: | 45% |
| Holistic assessment: | 20% |              | %   |          | %   |

## Details:

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

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

Guest lecturers, interactive presentations, field trips, workshops, seminars, case study analysis, and role-playing/simulations.

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

| Type        | Author or description                             | Title and publication/access details | Year               |
|-------------|---------------------------------------------------|--------------------------------------|--------------------|
| 1. Textbook | Valarie Zeithaml Mary Jo Bitner<br>Dwayne Gremler | Services Marketing.McGraw-Hill.      | Current<br>Edition |
| 2.          |                                                   |                                      |                    |
| 3.          |                                                   |                                      |                    |
| 4.          |                                                   |                                      |                    |

## Course Content and Topics

### Module 1: Foundations of services marketing

- Introduction to services
- Developing service products for global and local markets

Assessments: In-class discussions, Applied Learning Assessment focusing on developing service products that cater to both global and local markets, with an emphasis on practical application (LO1, LO2).

### Module 2: Understanding and meeting customer needs

- Customer expectations and perception of service
- The gaps model of service quality
- Customer satisfaction and service quality
- Positioning services in competitive markets

Assessment: Assignments and project components will analyze customer expectations, perceptions, and satisfaction through case studies and real-world scenarios (LO2). Students will position services in competitive markets, integrating customer satisfaction metrics into strategy development (LO3, LO6). A holistic assessment will evaluate students' comprehensive understanding of the Gaps Model and its practical application in service marketing (LO2, LO6).

### Module 3: Managing service demand and communications

- Managing demand and capacity
- Integrated services marketing communications
- Distributing services
- Pricing of services

Assessment: In-class discussions and project component, developing a strategy for managing demand and capacity, including pricing strategy, with a focus on real-world application (LO3, LO5). Quizzes/Tests on integrated services marketing communications and distribution strategies (LO4, LO6).

### Module 4: Designing inclusive service environments

- Physical evidence and the servicescape
- Employees' roles in service delivery
- Customers' roles in service delivery
- Crafting the service environment

- Customer behavior, culture, and service encounters
- Inclusivity and accessibility in service delivery

Assessment: The project component focuses on designing an inclusive service environment, emphasizing the roles of employees and customers in delivering culturally sensitive services (LO4, LO6). This will be complemented by a holistic assessment that evaluates students' ability to incorporate inclusivity, cultural sensitivity, and accessibility in service encounters, using practical examples (LO3, LO4).

Module 5: Service innovation, recovery, and indigenous insights

- Service recovery
- Service innovation and design
- Customer-defined service standards
- Handling customer complaints and managing service recovery
- Managing relationships and building loyalty
- Indigenous perspectives in service marketing: The 3 R concept of respect, reciprocity, and responsibility

Assessment: The final project serves as a comprehensive applied learning assessment where students integrate service innovation, recovery strategies, and Indigenous perspectives in service marketing, demonstrating practical application (LO5, LO6). This is supported by assignments on managing relationships and building loyalty using the 3 R concept, with applied examples (LO3, LO5). Additionally, a holistic assessment will evaluate students' understanding and application of Indigenous perspectives in service marketing strategies (LO4, LO5).

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business and Amir Hajbaba

Date: September 2024

**Subject: Proposal for revision of International Financial Management (BUS 435)**

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

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

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

2. Rationale for change:

The changes to BUS 435: International Financial Management were made as part of the six-year review process and aim to update the course to better reflect the evolving priorities of the University of the Fraser Valley (UFV). Specifically, the revisions align with UFV's Institutional Learning Outcomes (ILOs), the School of Business's goals for global financial literacy, and Indigenizing the curriculum in line with UFV's commitment to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

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

The revisions to the learning outcomes in BUS 435, while not substantial, have been made to align with both the School of Business program learning outcomes and the University of the Fraser Valley's Institutional Learning Outcomes (ILOs). The updated learning outcomes emphasize ethical decision-making, critical analysis of international financial markets, and the integration of Indigenous perspectives into global finance.

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

BUS 435 (International Financial Management) is cross-listed with ECON 435, which means it is required for both Business and Economics students. The proposed changes, which include the integration of Indigenous perspectives and ethical considerations in global finance, will enhance the course for both disciplines.

The updates are designed to ensure that students in both Business and Economics gain a comprehensive understanding of international financial management while learning about the impacts of global finance on Indigenous communities. These changes align with UFV's Institutional Learning Outcomes and broader educational goals without negatively impacting the requirements or objectives of either program.

Since the course remains fundamentally focused on international financial management, the inclusion of Indigenous perspectives and ethical considerations only enriches the learning experience, making the course more relevant in today's globalized and socially conscious business environment.

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

For the revision of BUS 435, the Economics Department was consulted, as the course is cross-listed with ECON 435. Both departments have agreed that the changes, which emphasize ethical decision-making, Indigenous perspectives, and alignment with UFV's Institutional Learning Outcomes, will enhance the course's relevance to both Business and Economics students. No concerns were raised, and both program areas support the updates.

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

BUS 435 contributes to Indigenizing Our Academy in the following ways:

1. **Incorporation of Indigenous Perspectives:** The course includes content that explores the impact of international financial systems on Indigenous communities. It examines how Indigenous businesses and economies, particularly in resource-rich regions, are affected by global financial policies, foreign exchange markets, and foreign direct investment (FDI). This fosters a deeper understanding of Indigenous economic sovereignty and self-determination.
2. **Case Studies and Ethical Analysis:** The course features case studies focused on Indigenous businesses and communities, providing students with real-world examples of how Indigenous enterprises navigate international finance. In addition, students are encouraged to engage in ethical reflection, critically analyzing the effects of global financial practices on Indigenous populations. This supports the Truth and Reconciliation Commission (TRC) Calls to Action and aligns with the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

3. Indigenous Guest Lectures: The course offers opportunities for guest lectures from Indigenous financial leaders and experts. These guest speakers provide valuable insights into Indigenous approaches to financial management and investment, enhancing the learning experience and reinforcing the importance of 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?

BUS 435 incorporates equity, diversity, and inclusion by integrating Indigenous case studies and global financial issues that impact marginalized communities. Assignments encourage students to analyze the effects of financial systems on diverse populations, including Indigenous communities. Guest lectures from Indigenous financial leaders further enrich the curriculum, providing diverse perspectives. This approach ensures students engage with ethical financial practices and understand finance in a broader, more inclusive context.

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

Not Applicable.

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

The estimated costs for BUS 435 are as follows:

- Primary Textbook: *International Financial Management* by Eun & Resnick (McGraw-Hill Ryerson) – Approximately \$150.
- Supplementary Indigenous Resources: Accessible online at no additional cost.
- Other Materials: None required.

Total estimated cost: \$150 (excluding tuition).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2023  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 435                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> International Financial Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> International Financial Mgmt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the dynamics of international financial markets and institutions, focusing on the management of assets and liabilities within a global and multinational context. Students will critically analyze foreign exchange risk, interest rate swaps, and international portfolio management, with a focus on ethical decision-making and the impacts of global financial practices on local communities, including Indigenous perspectives.<br><br>Note: This course is offered as BUS 435 and ECON 435. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | BUS 349.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>ECON 435</b><br>Equivalent course(s): <b>ECON 435</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall and Winter</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Critically evaluate the mechanisms of international capital markets and their impacts on regional and Indigenous businesses.
2. Interpret the differences between foreign exchange spot and forward markets.
3. Analyze international parity relations, such as interest rate parity, purchasing power parity, and the international Fisher Equation.
4. Employ models to forecast foreign exchange rates.
5. Analyze exchange rate, and economic exposure for a multinational corporation.
6. Apply currency derivatives for managing financial risks, considering both global and local economic contexts, including Indigenous communities.
7. Develop investment strategies that are ethically sound and culturally respectful, integrating diverse global perspectives, including Indigenous worldviews.

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

|                       |     |               |     |
|-----------------------|-----|---------------|-----|
| Quizzes/tests:        | 45% | Case studies: | 30% |
| Project presentation: | 25% |               |     |

**Details:**

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

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

Incorporate seminars, projects, and simulation games, alongside Indigenous case studies and guest lectures from financial experts within Indigenous communities. Reflection sessions will also be integrated to critically analyze the impact of international finance on local and Indigenous communities.

**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 | Eun, Ch., & Resnick, B.                                                                    | International Financial Management (McGraw-Hill Ryerson)                                                                                                                                                                                                                                                                                                                                    |      |
| 2. Other    | Bélanger Baur, A.                                                                          | Indigenous-Owned Exporting Small and Medium Enterprises in Canada ( <a href="https://www.international.gc.ca/trade-commerce/inclusive_trade-commerce_inclusif/indigenous-autochtone/indigenous_sme-pme_autochtones.aspx?lang=eng">https://www.international.gc.ca/trade-commerce/inclusive_trade-commerce_inclusif/indigenous-autochtone/indigenous_sme-pme_autochtones.aspx?lang=eng</a> ) | 2019 |
| 3. Other    | Business case studies that focus on Aboriginal businesses and entrepreneurs across Canada. | <a href="#">Case Studies in Aboriginal Business</a>                                                                                                                                                                                                                                                                                                                                         |      |
| 4.          |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                             |      |

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

n/a

**Course Content and Topics**

Module One: International monetary system and financial markets

- Globalization and the multinational firm
- Background to International monetary system
- Explore how globalization and international finance have impacted Indigenous communities worldwide, particularly in resource-rich regions
- Case study #1 (LO 1)
- Balance of payments
- The market for foreign exchange
- International parity relationships and forecasting foreign exchange rates
- Case study #2 (LO 2, 3)
- International banking and money market
- International capital market
- Mid-term exam (LO 1–3)

Module Two: FOREX instruments and FOREX risk exposure

- Currency and interest rate swaps

- Futures and options on foreign exchange ((Discuss the use of these instruments by Indigenous businesses, particularly those in export-driven industries.
- Case study #3 (LO 4, 5)
- International portfolio investments (Introduce the concept of “ethical investing” with a focus on how Indigenous principles of stewardship and sustainability can guide investment decisions.)
- Management and economic exposure
- Management of transaction exposure
- Foreign direct investment. Explore the impact of FDI on Indigenous lands and resources. Discuss how Indigenous communities can negotiate fair terms and protect their interests when dealing with multinational investors.
- Comprehensive project presentation (LO 1–7)

Final exam/case study (LO 1–7)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ECON 435                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                              |
| <b>Course Full Title:</b> International Financial Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |
| <b>Course Short Title:</b> International Financial Mgmt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Department/School:</b> School of Business                                                                                                                                                                                        |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>BUS 435</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                     |
| <b>Calendar Description:</b><br>Explores the dynamics of international financial markets and institutions, focusing on the management of assets and liabilities within a global and multinational context. Students will critically analyze foreign exchange risk, interest rate swaps, and international portfolio management, with a focus on ethical decision-making and the impacts of global financial practices on local communities, including Indigenous perspectives.<br><br>Note: This course is offered as BUS 435 and ECON 435. Students may take only one of these for credit. |                                                                                                                                                                                                                                     |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | BUS 349.                                                                                                                                                                                                                            |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | NONE                                                                                                                                                                                                                                |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NONE                                                                                                                                                                                                                                |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>BUS 435</b><br>Equivalent course(s): <b>BUS 435</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date approved:</b> October 1, 2024                                                                                                                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                            |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                            |

**Memo for Course Changes**

To: UEC

From: Dr. Khyati Shetty, Director, School of Business and Amir Hajbaba

Date: September 2024

**Subject: Proposal for revision of Financial Management II (BUS 449)**

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

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

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

2. Rationale for change:

The changes to BUS 449 (Financial Management II) were made as part of the six-year review process and aim to update the course to better reflect the evolving priorities of the University of the Fraser Valley (UFV). Specifically, the revisions align with UFV's Institutional Learning Outcomes (ILOs), the School of Business's goals for financial literacy, and Indigenizing the curriculum in line with UFV's commitment to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

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

The revisions to the learning outcomes in BUS 449, while not substantial, have been made to align with both the School of Business program learning outcomes and the University of the Fraser Valley's Institutional Learning Outcomes (ILOs). The updated learning outcomes emphasize ethical decision-making, practicing responsible financial management, and the integration of Indigenous perspectives into financial management of an enterprise.

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

BUS 449 (International Financial Management) is cross-listed with ECON 449, which means it is required for both Business and Economics students. The proposed changes, which include the integration of Indigenous perspectives and ethical considerations in global finance, will enhance the course for both disciplines.

The updates are designed to ensure that students in both Business and Economics gain a comprehensive understanding of corporation financial management while learning about the impacts of corporation financial decision making on Indigenous communities. These changes align with UFV's Institutional Learning Outcomes and broader educational goals without negatively impacting the requirements or objectives of either program.

Since the course remains fundamentally focused on corporate financial management, the inclusion of Indigenous perspectives and ethical considerations only enriches the learning experience, making the course more relevant in today's globalized and socially conscious business environment.

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

For the revision of BUS 449, the Economics Department was consulted, as the course is cross-listed with ECON 449. Both departments have agreed that the changes, which emphasize ethical decision-making, Indigenous perspectives, and alignment with UFV's Institutional Learning Outcomes, will enhance the course's relevance to both Business and Economics students. No concerns were raised, and both program areas support the updates.

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

BUS 449: Financial Management II contributes to Indigenizing Our Academy by incorporating the following elements:

1. **Indigenous Perspectives on Financial Management:** The course includes discussions on how financial decisions, particularly in areas such as capital budgeting and mergers and acquisitions, impact Indigenous communities. This includes analyzing the ethical considerations involved in projects that may affect Indigenous lands or resources and emphasizing Indigenous economic sovereignty.
2. **Case Studies and Ethical Reflection:** The course integrates case studies focused on Indigenous businesses and communities, encouraging students to engage critically with real-world examples. These case studies help students understand the financial challenges and opportunities faced by Indigenous enterprises, fostering respect for Indigenous knowledge systems and decision-making processes.
3. **Corporate Governance and Indigenous Communities:** Topics such as corporate governance are explored from the perspective of both mainstream financial management and Indigenous governance models. Students will critically assess the

responsibilities of financial managers in promoting good corporate governance that respects Indigenous rights and promotes sustainable development.

4. Alignment with UFV Strategic Plan: These updates directly support UFV's Integrated Strategic Plan, including the Fulfilling Our Commitment to Aboriginal Peoples policy, the Truth and Reconciliation Commission (TRC) Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The course prepares students to understand and address the unique financial and ethical challenges faced by Indigenous communities in Canada and globally.

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

BUS 449 reflects the principles of equity, diversity, and inclusion by incorporating case studies on diverse communities, particularly Indigenous businesses. Assignments encourage students to explore the impact of financial decisions on marginalized groups, and guest lectures from diverse financial leaders provide varied perspectives on corporate governance and financial management. This ensures a more inclusive and ethical approach to financial practices.

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

Not Applicable.

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

The estimated costs for BUS 449: Financial Management II are as follows:

- Primary Textbook: Financial Management: Theory and Practice by Brigham et al. – Approximately \$150.
- Supplementary Materials: Available online at no additional cost.
- Other Materials: None required.

Total estimated cost: \$150 (excluding tuition).

**CWC comment and response:**

- Evaluation methods: learning outcomes seem to indicate more assignments than is represented (20%). Can more information be provided regarding the structure of the exams? (This may also be useful information for other institutions that may evaluate the outline for transfer credit articulation.)

*Additional details have been provided.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 449                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Financial Management II                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Financial Management II                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores current practices of financial management, with a valuation-based management focus including capital budgeting under uncertainty, capital structure, dividends policy, and mergers and acquisitions. Emphasis will be on ethical decision-making and the societal impacts of financial management on local, regional, and Indigenous communities.<br><br>Note: This course is offered as BUS 449 and ECON 449. Students may take only one of these for credit.     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | BUS 349.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>ECON 449</b><br>Equivalent course(s): <b>ECON 449</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall and Winter</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Evaluate capital investment projects in corporations, using the appropriate capital budgeting techniques and considering the current practical issues related to cash flows such as CCA rules, taxes, etc.
2. Assess the risk of capital budgeting decisions under uncertainty, considering the impact on local communities, including Indigenous populations.
3. Recommend the optimum capital structure for firms, considering the theoretical and practical issues that impact the capital structure decisions in firms (e.g. signaling, clientele, corporate and personal taxes).
4. Propose the optimal dividend policy.
5. Appraise various methods of financing projects and raising capital that fit the firm's optimal capital structure.
6. Describe the responsibilities of a financial manager in managing working capital and making decisions in related areas; in particular, managing credit and managing short term assets, especially cash and inventory.
7. Evaluate good corporate governance practices vs. those that are detrimental to firm's and shareholders' value.
8. Evaluate the benefits and costs of mergers and acquisitions using appropriate valuation techniques and analyzing their effects on marginalized communities.

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

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

**Details:** Assignments comprise of six short answer, multiple choice questions, or case study presentation covering each relevant LO.

**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, workshops, and seminars.

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

| Type        | Author or description                                                                      | Title and publication/access details                | Year |
|-------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------|------|
| 1. Textbook | Brigham, E., Ehrhardt, M.C., Gessaroli, J., & Nason, R.                                    | Financial Management, Theory and Practice (Nelson)  |      |
| 2. Other    | Business case studies that focus on Aboriginal businesses and entrepreneurs across Canada. | <a href="#">Case Studies in Aboriginal Business</a> |      |
| 3.          |                                                                                            |                                                     |      |

## Course Content and Topics

Module One: Capital budgeting under uncertainty

- Cash flow estimation for expansion and replacement projects with taxes and CCA regulations
- Capital investments and uncertainty: estimating and managing risk
- Assignment #1 (LO 1, 2)
- Capital structure decision
- Include case studies or assignments that examine how capital budgeting decisions affect Indigenous communities, particularly in resource-based industries.
- Discuss how Indigenous values such as stewardship and sustainability can inform financial decision-making under uncertainty.
- Mid-term Exam (LO 1–3)

Module Two: Role of financial management

- Dividend policy decision
- Assignment #2 (LO 4)
- Raising capital: IPO, financial restructuring, lease financing, and hybrid securities
- Assignment #3 (LO 5)
- Working capital management and short-term financing
- Assignment #4 (LO 6)
- Derivatives and firm risk management
- Corporate valuation, valuation-based management, and corporate governance
- Corporate governance and its importance in Indigenous communities including examples of Indigenous-led businesses and their approach to corporate governance and financial management.
- Assignment #5 (LO 7)
- Mergers, acquisitions, and restructuring
- Evaluate the ethical implications of mergers and acquisitions, specifically how they impact Indigenous lands and communities. Encourage students to critically reflect on both the financial and societal effects of corporate restructuring.
- Assignment #6 (LO 8)

Final Exam (LO 1–8)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ECON 449                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a> |                                                                                                                                                                                                                                                               |
| <b>Course Full Title:</b> Financial Management II                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |                                                                                                                                                                                                                                                               |
| <b>Course Short Title:</b> Financial Management II                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |                                                                                                                                                                                                                                                               |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Department/School:</b> School of Business                           |                                                                                                                                                                                                                                                               |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>BUS 449</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |                                                                                                                                                                                                                                                               |
| <b>Calendar Description:</b><br>Explores current practices of financial management, with a valuation-based management focus including capital budgeting under uncertainty, capital structure, dividends policy, and mergers and acquisitions. Emphasis will be on ethical decision-making and the societal impacts of financial management on local, regional, and Indigenous communities.<br><br>Note: This course is offered as BUS 449 and ECON 449. Students may take only one of these for credit. |                                                                        |                                                                                                                                                                                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | BUS 349.                                                               |                                                                                                                                                                                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NONE                                                                   |                                                                                                                                                                                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NONE                                                                   |                                                                                                                                                                                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>BUS 449</b><br>Equivalent course(s): <b>BUS 449</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                     |                                                                        | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date approved:</b>                                                  | October 1, 2024                                                                                                                                                                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b>                                                | October 11, 2024                                                                                                                                                                                                                                              |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b>                                                | January 31, 2025                                                                                                                                                                                                                                              |



## MEMO

**To:** Dr. Khyati Shetty, Director, UFV School of Business

**From:** Chris Schinckus, Dean, Faculty of Business and Computing (FBC)

**Re:** Change in the name of the Post-Baccalaureate in Business Analytics

**Date:** November 4, 2024

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The recent adjustments in Canadian immigration policies have a direct impact on our programs and enrollment. With the current title, description, and courses, the Post-Baccalaureate Diploma (PBD) program in Business Analytics is coded as 30.7102 Business Analytics. This Classification of Instructional Programs (CIP) does not qualify for the Post-Graduate Working Permit (PGWP).

Recognizing the significance of this change for prospective students and the potential impact on enrollment and program appeal, I have reviewed options to adapt the curriculum. After careful consideration, a viable solution has been identified: rebranding and refining the program to align more closely with immigration requirements.

With this purpose, I interacted with Program Development and Quality Assurance (Dr. Chris Campbell) and Institutional Research (Dr. Vlad Dvoracek) to find a way to update the name and the program description, which will be renamed as Post-Baccalaureate in Financial Analytics – such transition would allow us to address regulatory compliance while maintaining our commitment to delivering relevant and rigorous analytics education. With this change of title and description, the PBD program could fit under a CIP that does qualify. The CIPS that potentially align with the program and qualify for PGWP are below.

|       |                         |
|-------|-------------------------|
| 30.7  | Data science, general   |
| 30.71 | Data science, other     |
| 30.71 | Data analytics, general |
| 30.71 | Financial analytics     |
| 30.72 | Data analytics, other   |

Given the content of the program and its current learning outcomes, the best one might be **Financial Analytics**. The courses in the current PBD program align, and this new name is sufficiently distinct from UFV's existing Data Analysis post-baccalaureate certificate (DAC) to avoid all forms of cannibalization with this DAC. You can find below the full description for Financial Analytics (see CIP Guide, p.409: <https://www.statcan.gc.ca/en/subjects/standard/cip/2021/index>).

**30.7104 Financial analytics**

This instructional program class comprises any program that focuses on financial big data modelling from algorithms to cloud-based data-driven financial technologies. These programs include courses in financial analytics, financial data processing, knowledge management, data visualization, effective decision communication, machine learning for finance, statistical inference and dynamic modelling on financial data, and project management.

*Illustrative example(s)*

- financial analytics

*Exclusion(s)*

- data analytics (See 30.7101-Data analytics, general)
- data science (See 30.7001-Data science, general)
- financial mathematics (See 27.0305-Financial mathematics)
- quantitative and computational finance (See 27.0305-Financial mathematics)

Inspired by the description of the CIP above, I am sharing with you a revision of our program's name and description (see attachment). According to the Institutional Research Office, the program would meet the minimum programmatic requirement to be qualified in the 30.7104 Financial Analytics CIP, implying that a program revision is not required to move forward. A change in the program's name and description does not require approval from the ministry, as it falls within the purview of the university senate.

The adjustment in the program's name and focus to Financial Analytics represents a strategic response to recent changes in the educational landscape in Canada. This shift is the only viable path we have identified to ensure the program's sustainability and relevance in the current context. With evolving immigration policies and the increasing emphasis on specialized skills in financial data analytics, this redefined focus enables us to continue offering a program that meets both market demands and regulatory requirements for the PWGP while remaining aligned with our students' career goals.

I hope the School of Business will vote to support the change suggested here. Do not hesitate to contact me if you need further information on this matter.

Sincerely,



Chris Schinckus  
Dean, Faculty of Business and Computing

## **Post-Baccalaureate in Financial Analytics - Faculty of Business and Computing – UFV**

### **Summary Description of Degree Program:**

The Faculty of Business and Computing at the University of the Fraser Valley (UFV) is proposing a **Post-Baccalaureate Diploma in Financial Analytics**. The degree will meet local, regional and national demand for qualified analysts able to assess and solve challenges related to the increasing number of data in **finance and, more generally, in all business areas**. UFV's proposed program addresses a critical gap in the postgraduate needs in analysis and forecasting activities. With this purpose, UFV will contribute to training of analysts promoting a better understanding and use of the growing number of data in the Fraser Region – such move will directly contribute to optimal intersections of the key sectors for the region: **finance**, agriculture, retail industries, integration of suburban communities, help for Indigenous communities, and planning for major transportation corridors.

Financial Analytics is an advanced process that empowers companies to leverage technology and statistical methods to transform financial data into actionable insights, enhancing strategic decision-making within the financial domain. Leading Canadian professional organizations, such as the Chartered Financial Analyst (CFA), Chartered Professional Accountants (CPA), and Chartered Professionals in Human Resources (CPHR), underscore the increasing importance of financial analytics in driving informed decisions. Consequently, these organizations are offering targeted online sessions and professional development opportunities in financial and data analysis for their members.

This program is designed to equip learners with essential skills in financial analytics, enabling them to convert data into meaningful insights using industry-leading tools and technologies. The curriculum emphasizes financial big data modelling, financial technologies, and coding specific to business and finance. With interdisciplinary support from the School of Business, the School of Computing, and the Department of Statistics (Faculty of Science), this program builds on the strengths of established degrees within the Faculty of Business and Computing. By completing this program, graduates will be prepared to meet the growing demand for professionals who can handle financial data processing, knowledge management, data visualization, statistical inference, and dynamic modeling in finance, alongside effective decision communication and project management.

UFV is a regional teaching university situated on Sólh Téméxw, the traditional lands of the Stó:lō people. UFV's mission of “engaging learners, transforming lives, building community” is clearly articulated by our institutional values of community, inclusivity, excellence, and integrity. UFV is a gathering place for learners, leaders, and seekers—pursing diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity locally and beyond. The proposed PBD in **Financial** Analytics aligns with and supports our mandate, expands credential options, and employment options in our region and effectively prepares

students transitioning to work life or continuing into other graduate studies. Furthermore, the program aims to promote and recruit Indigenous students, so that they successfully develop necessary skills to establishing their career and or contributing to Indigenous communities.

**Program Structure:** Admission to the program requires completion of 48 upper-level credits with a minimum GPA of 2.5 on the last 18 credits of university-level-courses attempted. The degree can be completed in four full-time semesters. Part-time study and prior learning assessment and recognition (PLAR) are also possible. Program completion will require 48 upper-level credits with a cumulative GPA of 2.0 from the prescribed upper-level courses in the program.

**Program Learning Outcomes:** Guided by the Professional practices evoked above and the UFV institutional learning outcomes, graduates of the program will be able to:

1. Utilize various platforms and devices to collect big data in different **financial** and business contexts.
2. Extract and manipulate data sets from various sources to meet business needs.
3. Assess the use of historical data and evaluate the challenges of using big/fuzzy data in business domains
4. Apply **financial** analytics and statistical tools to enhance data-driven decision making process.
5. Advocate for positive sustainable, equitable and inclusive changes in the recommendations made through the use of **financial** analytics.
6. Exemplify a range of communication skills including written, oral, visual, and digital.
7. Demonstrate analytical skills in managing and interpreting data.
8. Recommend meaningful solutions for data-based business domains.

**Targeted students and employment prospects:** Applications are expected from students in the Fraser Valley and Lower Mainland regions - primarily UFV students who got their bachelor and transfer students, Indigenous and international students drawn to our smaller, community-centered, and inclusive campuses. The Post-Baccalaureate Diploma in **Financial** Analytics prepare learners for an array of opportunities in the today's era of information abundance so that they can contribute to all levels of government, Indigenous communities, private industry, and non-profit initiatives in the Fraser Valley and surroundings. For international students, the Post-Baccalaureate Diploma in **Financial** Analytics offers an excellent way to improve their analytical and English language skills by gaining an exposure to Canadian culture and Canadian business environment

**Post-Baccalaureate in Financial Analytics – Details Program.**

The PBD Financial Analytics would offer an interdisciplinary degree programme that would be structured as follow:

- 24 credits from Business (mainly finance and marketing oriented)
- 13 credits from Statistics
- 10 credits from Computing Science

Fall #1 - 11 credits

- [STAT 106](#) (requires grade 11 or 12 math with C or better) - 4cr
- [COMP 150](#) (prereq met if student meets prereq for STAT 106) - 4cr
- [BUS 202](#) (Contemporary Management) – 3 cr

Winter #1 - 12 credits

- [COMP 230](#) (prereq tweak needed to allow students in as for DAC, with STAT 106 and COMP 150) - 3cr
- [BUS 120](#) - 3cr
- [BUS 226](#) Economics and Business Statistics - 3cr
- [BUS 384](#) (Data-Driven Business Decisions) - 3cr

Fall #2 - 12 credits

- [STAT 271](#) (requires STAT 106 with a C- or better) – 3cr
- [STAT 272](#) (requires STAT 106 with a C- or better) – 3cr
- [BUS 320](#) (Business Research Method) - 3cr
- [BUS 349](#) (Financial Management) - 3cr

Winter #2 - 12 credits

- [STAT 307](#) (requires STAT 106 with a C- or better) – 3 cr
- [COMP 331](#) (requires COMP 230 and either STAT 271 with C- or better or STAT 106 with B or better) – 3 cr
- [BUS 424](#) (Customer Intelligence) – 3 cr
- [BUS 449](#) – 3cr (requires 349 which requires 249 – as it stands, we need to modify pre-requisite requirements e.g. bypass the pre-requisites with admission to PBDA)

**Memo for Course Changes**

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

From: Hayli Millar, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: December 10, 2024

**Subject: Proposal for revision of CRIM 212**

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

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

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

2. Rationale for change:

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

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

The course learning outcomes and the course materials (updated course text and recommended readings) have been revised to reflect a critical race or intersectional or gender-based plus analysis and human rights centred approach to women's and girls' justice system involvement in Canada as criminalized and victimized persons and as professional service providers. This updated approach aligns especially with UVF ILOs 2 (by encouraging students to examine critically and holistically), 4 (by encouraging students to lead collaboratively), 5 (by encouraging students to engage with

Indigenous knowledge systems), 7 (by preparing students to advocate for equity, diversity, and inclusion), and 8 (by preparing students to engage in reflection for action). The course continues to align with other UFV ILOs 1 (where students are encouraged to apply knowledge and competencies proficiently), 3 (where students are encouraged to communicate effectively), and 6 (where students are encouraged to contribute locally and globally). 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; and understand the history, current trends, and reforms in criminology, law, and/or criminal justice.

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

The course contributes to Indigenizing the academy by ensuring that students engage with Indigenous produced knowledge (renowned Indigenous women scholars wrote two chapters of the text) and by integrating the perceptions and experiences of Indigenous women and girls across *all* chapters and lectures. The lectures emphasize the MMIWG's 231 Calls for Justice and the TRCs 94 Calls to Action relating to justice-involved women and girls along with the *UNDRIP*, 2007. Course assignments ask students to assess the ethics and efficacy of Canadian public policy responses for justice-involved Indigenous women and girls, including the *Gladue* decision and *Gladue* rights and Indigenous corrections, and extending to varied options for criminal justice reform (like the BC First Nations Justice Council First Nations Justice Strategy and Indigenous Women's Justice Plan and the repeal of mandatory minimum sentences and expansion of conditional sentences) versus abolitionism. Students are encouraged to engage with a broad range of Indigenous-led interactive resources such as documentaries, films, podcasts, news articles, and reports that emphasize how Indigenous women and girls experience the criminal justice system and that provide students with practical tools and strategies for thinking about how they can contribute to reconciliation and decolonization and to advancing greater gender equity and justice for Indigenous women and girls in Canada.

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

The course content reflects a critical race or intersectional or gender-based plus analysis and human rights centred approach to women's and girls' justice system involvement in Canada as criminalized and victimized persons and as professional service providers. When the course is delivered in an online asynchronous environment, approaches include open book exams to support the needs of diverse and contemporary learners. Students can use the online learning platform to translate all substantive course materials, including the lectures, from text to audio. Some evaluative requirements are assigned where students have no choice in determining their topic with differing

dates during the semester, while other assignments are designed so that students can choose how and when they participate about/on the topic.

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

N/A

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

Textbook costs range from \$70-\$100, depending on the text rental or purchasing option a student selects. All additional readings are available online at no cost.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 212                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Women, Crime, and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Women, Crime & CJ                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Using an intersectional lens, examines women's perceptions and experiences as victimized and criminalized people and as criminal justice professionals. Considers the crimes women commonly commit and theorizing about and responses to women's criminalization. Highlights ongoing social inequities, including how Indigenous and racialized women experience the justice system. Explores options for social change.                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None. Note: As of January 2026, prerequisites will change to 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: NONE<br>Cross-listed with: NONE<br>Equivalent course(s): NONE<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Articulate how the patriarchal elements of criminological theorizing and the criminal justice system has produced the oppressive views and treatment of women.
2. Describe data and research on the crimes that women and girls in Canada commonly commit and the gendered nature of those offences.
3. Recognize historical and contemporary theories about the criminalization and victimization of women.
4. Explain women's unique gendered pathways into criminal behaviour, focusing especially on the social determinants of justice.
5. Assess the role of settler colonialism and state oppression on the selective and cyclical victimization and criminalization of Indigenous women and girls.
6. Evaluate women's unique experiences of being imprisoned, including mothering in and from prison, and the ethics and efficacy of Canadian public policy responses to justice-involved women.
7. Identify women's representation and experiences working as professionals working in the Canadian criminal justice system.
8. Explore options for gender-responsive reforms and social justice moving forward.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Quizzes/tests: | 55% | Assignments: | 45% |  | % |
|                | %   |              | %   |  | % |

**Details:** Assignments may include term papers, critical analysis thought papers, presentations, or in-class writing assignments.

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

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

| Type        | Author or description            | Title and publication/access details                                 | Year |
|-------------|----------------------------------|----------------------------------------------------------------------|------|
| 1. Textbook | Barker, J. and Sharie Tavcer, D. | Women and the Criminal Justice System: A Canadian Perspective, Emond | 2023 |
| 2.          |                                  |                                                                      |      |

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

### Recommended readings for this course include:

BC First Nations Justice Council (BCFNJC). (2024). *Indigenous Women's Justice Plan: Final Draft*. BCFNJC, available at:

[bcfnjc.com/wp-content/uploads/2023/09/BCFNJC-IWJP-Guiding-Draft.pdf](https://bcfnjc.com/wp-content/uploads/2023/09/BCFNJC-IWJP-Guiding-Draft.pdf)

Canadian Charter of Rights and Freedoms, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c11, available at: <https://laws-lois.justice.gc.ca/eng/const/page-12.html>

Mahony, T., Jacob, J. and Hobson, H. (2017). Women and the Criminal Justice System. In Statistics Canada, *Women in Canada: A Gender-Based Statistical Report*, available at: [https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/14785-eng.pdf?st=T8aj2\\_Zv](https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/14785-eng.pdf?st=T8aj2_Zv)

National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, available at: [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)

UN General Assembly, *Convention on the Elimination of All Forms of Discrimination Against Women*, 18 December 1979, United Nations, Treaty Series, vol. 1249, p. 13, available at:

<https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/cedaw.pdf>

UN General Assembly, *United Nations Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders (the Bangkok Rules)*: note / by the Secretariat, 6 October 2010, A/C.3/65/L.5, available at:

<https://www.refworld.org/docid/4dcbb0ae2.html>

UN General Assembly, *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*: resolution / adopted by the General Assembly, 2 October 2007, A/RES/61/295: [https://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

## Course Content and Topics

- Women and the Canadian criminal justice system
- Theorizing women's criminalization and why women engage in criminal behaviour and come to the attention of the criminal justice system
- Indigenous women and the Canadian criminal justice system
- Black and racialized women and the Canadian criminal justice system
- Criminalized women and female youth
- Women convicted of violent crimes
- Mental health, correctional assessment, treatment, and reintegration
- The intersectionality of criminality and victimization
- Colonialism and systemic violence against Indigenous women and girls and two spirit people
- Women working in policing and the courts
- Women working in corrections
- Options for gender equity and social justice

**Memo for Course Changes**

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

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

Date: November 10, 2024

**Subject: Proposal for revision of CRIM 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:

2. Rationale for change:

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

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

The learning outcomes have not been substantially changed. A new learning outcome has been included to address Indigenization. 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; and understand the history, current trends, and reforms in criminology, law, and/or criminal justice.

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

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

In addition to including a specific learning outcome with respect to Indigenization, this is addressed by including relevant course content and readings.

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

Throughout the course, instructors discuss the effects of criminal justice system policies and practices on marginalized and racialized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably.

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

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$100 to \$200.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2031  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 230                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Criminal Law                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Criminal Law                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Investigates the nature, purpose, scope, sources, and basic principles of criminal law within its historical and contemporary contexts. The evolution of legal concepts such as guilt, criminal responsibility, and due process of law are also studied.                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None. Note: As of January 2026, prerequisites will change to 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Explain the structure of Canadian criminal law and the Canadian court system.
2. Describe the basic principles of criminal law.
3. Apply criminal law to specific fact patterns.
4. Identify the elements of a criminal offence.
5. Explain the concept of criminal responsibility.
6. Analyze common defenses to criminal charges.
7. Articulate criminal court policies and practices designed to address Indigenous Peoples involved in the criminal justice system.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Quizzes/tests: | 50% | Assignments: | 50% | % |
|                | %   |              | %   | % |

**Details:**

Assignments may include a term paper, case law review, critical analysis paper, or in-class assignments.

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

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

Lectures.

**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 | Verdun-Jones, S.         | Criminal Law in Canada: Cases, Questions & the Code / Emond                                                                                  | 2020 |
| 2. Other    |                          | Pocket Criminal Code / Thomson Reuters                                                                                                       | 2024 |
| 3. Textbook | Milward, D., & Rudin, J. | Indigenous Law and Canadian Criminal Justice (Chapter 6: Gladue: Sentencing and Beyond; Chapter 9: Indigenous Courts and Sentencing Circles) | 2025 |
| 4.          |                          |                                                                                                                                              |      |
| 5.          |                          |                                                                                                                                              |      |

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

**Course Content and Topics**

- The role of law in democracy
- The Charter of Rights and Freedoms
- Canadian court structure
- Canadian Criminal Code
- The actus reus of a criminal offense
- The principle of causation
- Mens rea of a criminal offense
- Modes of participation in crime
- Mental disorder as a defense
- Defenses to a criminal charge
- Other statutes relevant to criminal law
- The effects of Gladue on sentencing: Challenges and criticisms
- Alternatives to criminal courts

**Memo for Course Changes**

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

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

Date: December 10, 2024

**Subject: Proposal for revision of CRIM 251**

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

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

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

2. Rationale for change:

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

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

The learning outcomes have not been substantially changed. One new learning outcome has been included to address Indigenization. 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; and understand the history, current trends, and reforms in criminology, law, and/or criminal justice.

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

In addition to including a specific learning outcome with respect to Indigenization (i.e., learning outcome 7: articulate the consequences of policing practices on Indigenous, marginalized, and racialized groups), this is addressed by including relevant course content and readings. For example, in addition to examining the effects of various police policies and practices on Indigenous groups, course content will include the challenges and opportunities that exist for Indigenous police officers, and course readings have been expanded to include Indigenous law.

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

Throughout the course, instructors discuss the effects of policing policies and practices on marginalized and racialized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably. Lastly, course content and readings have been expanded to include a critical approach to police policies and practices.

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

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$50 to \$110.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 251                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Policing in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Policing in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Discusses the development of policing in Canada, policing's role in society, various policing organizational structures and management, and community expectations of police responsibilities. Police functions and powers are examined. Key issues include use of force, corruption, accountability, and ethics; their role in social issues; and the political dimension of police work.                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None. Note: As of January 2026, prerequisites will change to 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CRIM 151</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Define key terms associated with policing.
2. Compare and contrast the models of policing across Canada.
3. Describe the place of Canadian policing in the criminal justice system.
4. Explain the principles and practices that guide policing in Canada.
5. Differentiate myths from realities of policing practices.
6. Critically evaluate key issues of contemporary policing (e.g., street checks, police misconduct).
7. Articulate the consequences of policing practices on Indigenous, marginalized, and racialized groups.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Quizzes/tests: | 50% | Assignments: | 50% |  | % |
|                | %   |              | %   |  | % |

**Details:**

Assignments may include research papers, critical analysis papers, self-reflective writing assignments, or in-class assignments.

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

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

Lectures and discussions, occasional films, guest lecturers.

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

| Type               | Author or description                      | Title and publication/access details                                                 | Year |
|--------------------|--------------------------------------------|--------------------------------------------------------------------------------------|------|
| 1. Textbook        | Griffiths, C.T.                            | Canadian Police Work (Emond)                                                         | 2020 |
| 2. Textbook        | Whitelaw, B., & Parent, R.                 | Community-Based Strategic Policing in Canada (Nelson)                                | 2018 |
| 3. Textbook        | Milward, D., & Rudin, J.                   | Indigenous Law and Canadian Criminal Justice (Chapter 4: Policing)                   | 2025 |
| 4. Online resource | BC Office of the Human Rights Commissioner | Equity is Safer: Human Rights Considerations for Policing Reform in British Columbia | 2021 |
| 5.                 |                                            |                                                                                      |      |

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

- Introduction to Canadian policing
- Origins and evolution of police work
- Trends in policing, recruitment, training, and retention
- Causes and consequences of police subculture
- Challenges and opportunities for Indigenous, racialized, and female police officers
- General duty patrol policing
- Police powers and discretion, including use of force
- Iterations of community policing
- Major crime investigations and other specializations
- Police ethics, accountability, and governance structures
- Challenges in recruitment and training
- Effects of policing on Indigenous, marginalized, and racialized groups
- Current issues in policing (e.g., crime reduction strategies, systemic racism, officer wellness)
- Police leadership

**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: December 10, 2024

**Subject: Proposal for revision of CRIM 252**

*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, and course topics have been updated to reflect contemporary critical issues in corrections. The change to the pre-requisites of 9 university-level credits is to ensure that students have some foundational knowledge and writing skills to better prepare them for second-year courses. For program students, the School advises that they take CRIM 100, CRIM 103, and CMNS 125 or ENGL 105 in their first semester. Students typically follow this plan, which would then provide them with the appropriate foundational skills. For non-program students, we expect that they will take at least one writing course and one introductory course, which would then provide them with some appropriate foundational skills.

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

The changes to the learning outcomes are not substantial. Additional details have been provided to provide clearer descriptions of the learning outcomes. 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; understand the history, current trends, and reforms in criminology, law, and/or criminal justice; be aware of and

respect different intellectual philosophes, 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.

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 \(UNDRIP\)](#).

For thirty years, issues of the overrepresentation of Indigenous inmates among the incarcerated population at the provincial and federal level have plagued the Canadian criminal justice system. This course serves to highlight the ongoing and persistently increasing nature of those inequities and encourages a critical lens focused across the criminal justice system (not just at corrections) that highlights the continuing disproportionate representation of Indigenous offenders in new admissions to custody, new sentences, as well as their ongoing overrepresentation as victims of homicide. Working group members from the UN Office of the Human Rights Commission undertook visits to three Canadian provinces examining this issued, their report is expected in September 2025. Systemic and institutional racism towards Indigenous Peoples in Canada remains one of the most pressing issues of our time and the continued offering of this course signals that ongoing critical examinations remain necessary for undergraduate students and future practitioners in the Canadian criminal justice system.

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

Several of the readings are centred on the experience of racialized and marginalized groups and their disproportionate overrepresentation in the Canadian carceral regime, such as videos that focus on how the correctional system has not changed for Indigenous people. In addition, the course content has been expanded to encourage students to be reflective in how equity is achieved in correctional institutions for racialized and marginalized groups. Lastly, there are a range of assignment types to assess students in written, oral, and visual contexts.

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

If offered in person, efforts are made to organize a field trip to introduce students to an institution.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The typical textbook cost is \$100.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 252                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Corrections in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Corrections in Canada                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the history of correctional systems in Canada, as well as the current theory, underlying philosophy, and the role of ideology of punishment and control in correctional practices. Topics include sentencing practices, the pains of incarceration, the lived experience of correctional officers and inmates, challenges related to re-entry and reintegration, and the role of the community in these processes.                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None. Note: As of January 2026, prerequisites will change to 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CRIM 101</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Describe the history, underlying theory, and philosophy of corrections in Canada.
2. Identify the lived experiences of inmates and correctional officers, including relationships of power, subcultures in correctional populations, and notions of identity and resistance within correctional settings.
3. Describe the history of correctional programming in Canada, including the Integrated Correctional Program Model (ICPM) of rehabilitation.
4. Analyze ethical issues in correctional practices (e.g., solitary confinement, harassment).
5. Examine alternatives to incarceration and the role of the community in that continuum.
6. Critique correctional practices related to the continued overrepresentation of Indigenous offenders and other marginalized, racialized, and vulnerable groups.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Quizzes/tests: | 50% | Assignments: | 50% | % |
|                | %   |              | %   | % |

**Details:** Assignments may include term papers, critical analysis thought papers, presentations (video or in person), and in-class writing assignment.

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

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

Lectures and discussions, occasional films.

**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             | Caesaroni, C.                           | Canadian Prisons: Understanding the Canadian Correctional System. Oxford University Press. | 2021 |
| 2. Online resource      | Department of Justice Canada            | Understanding the Overrepresentation of Indigenous People in the Criminal Justice System   | 2024 |
| 3. Indigenous knowledge | APTN News - Video                       | Canada's prison system has changed little for Indigenous people                            | 2022 |
| 4. Indigenous knowledge | APTN News - Video                       | 2180 Days – Inside Corrections, APTN Investigates                                          | 2023 |
| 5. Online resource      | Office of the Correctional Investigator | Proportion of Indigenous Women in Federal Custody Nears 50%                                | 2021 |

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

- Overview of the Canadian criminal justice process
- History of prisons in Canada
- Understanding the correctional system
- Canadian criminal justice policy and imprisonment
- Challenges of incarceration
- Correctional work
- Challenges and opportunities for Indigenous, racialized, and female correctional officers
- Challenges of re-entry and reintegration
- Correctional and community programs for Indigenous and racialized offenders to transition from the institution to the community and improve recidivism rates
- Indigenous restorative justice and healing programs
- Supporting mental health
- Women, crime, and criminalization
- Overrepresentation of Indigenous Peoples
- Adolescents in custody
- Use of solitary confinement
- Critique of correctional policy and practice
- Alternatives to incarceration

**Memo for Course Changes**

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

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

Date: December 10, 2024

**Subject: Proposal for revision of CRIM 265**

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

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

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

2. Rationale for change:

As part of its six-year review, the title, calendar description, and learning outcomes have been revised to better reflect the focus and purpose of the course.

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

The learning outcomes have not been changed substantially and meet the following ILOs: Engage in Reflection for Action; Lead Collaboratively; and Advocate for Equity, Diversity, and Inclusion. The minor revisions are designed to more accurately capture the purpose of the course. These learning outcomes continue to align with the School's following program learning outcomes: possess the knowledge and skills necessary for employment in and out of the criminal justice system, such as planning and self-management, and social and emotional skills; and collaborate with others on a project that integrates the contributions of all members.

- 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 \(UNDRIP\)](#).

Throughout the course, instructors address how competencies and skills may need to be adjusted when addressing diverse clients, including Indigenous, racialized, and marginalized individuals. In addition, course curriculum includes identifying biases and understanding trauma-informed practice. Lastly, classroom activities and assignments include holistic approaches, such as developing students' self-awareness and self-reflective skills.

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

As noted above, throughout the course, instructors address working with diverse clients and incorporate various assessment methods. In addition, relevant employment policies and practices are discussed, and how they address equity, 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): All readings are made available through the online learning platform at no cost.

**CWC comment and response:**

- Should the course title be “Professional Practice” rather than “Professional Practices”? And will there be a second course with the same title?  
*Yes, a fourth-year course will be retitled Professional Practice in Criminal Justice II in the near future.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2031  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 265                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Practice in Criminal Justice I                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Prof Prac CJ I                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides foundational concepts and skills for responding to common criminal justice situations. Apply communication, teamwork, and leadership concepts and strategies, and problem-solving, conflict, and ethical decision-making models. Examine strengths and weaknesses to facilitate employment opportunities.                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | CRIM 100, CRIM 103, and one of CMNS 125 or ENGL 105.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>CRIM 260</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> December 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Describe the range of jobs, scope of work, and inter-related nature among criminal justice agencies.
2. Differentiate between transferrable and criminal justice specific skill sets required in the workplace.
3. Demonstrate effective criminal justice communication, teamwork, and leadership techniques.
4. Use the most appropriate strategies specific to criminal justice problem situations encountered in the field.
5. Explain the importance of ethical behavior and principles in relation to professional interventions common within the criminal justice field, with an emphasis on how equity is achieved for Indigenous, racialized, and marginalized individuals.
6. Examine own biases, strengths, and weaknesses with respect to criminal justice practices.
7. Articulate the importance of key workplace policies relevant to professional conduct and personal safety.
8. Identify theories and strategies related to their psychological well-being.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Quizzes/tests: | 50% | Assignments: | 50% | % |
|                | %   |              | %   | % |

**Details:**

Assignments may include a research paper, group project, presentation, or written self-reflection.

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

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

The students will participate in lectures, demonstrations, group discussions and exercises, writings, readings, and 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. Textbook | Barenthin, G., Khanota, A., LePard, D., & Skrypka, P.              | Ethics in criminal justice and public safety, 5th edition, Emond                                     | 2022 |
| 2. Textbook | Devereaux, Ferguson, S., Lennox-Terrion, J., Ahmed, R., & Jaya, P. | Communication in everyday life: Personal and professional contexts (Chapter 5: Listening)            | 2014 |
| 3. Article  | Eurich, T.                                                         | What self-awareness really is (and how to cultivate it), Harvard Business Review                     | 2018 |
| 4. Textbook | O'Regan, K., & Reid, S.                                            | Thinking about criminal justice in Canada, 3rd edition (Chapter 1: Studying criminal justice), Emond | 2022 |
| 5. Textbook | Theiss, J.                                                         | Interpersonal communication: Putting theory into practice, Routledge, Taylor & Francis Group         | 2022 |

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

- Jobs and skills for, and the inter-related nature of, working in the criminal justice system
- Self-awareness, self-knowledge
- Values, ethics, and ethical decision-making
- Interpersonal communication skills, strategies, and theories
- Conflict management styles and skills
- Learning to work in teams: Understanding and working with people of different personal styles and values
- A model for helping others: Working with criminal justice clientele
- Working with diverse criminal justice clientele, including Indigenous, racialized, and marginalized individuals
- Being a reflective criminal justice practitioner
- Identify biases (e.g., unconscious bias) and their role in decision-making
- Trauma-informed practice
- Dealing with anger, aggressive behaviour, and individual crises
- Government regulations involving respectful workplace, safety, and diversity in the workplace
- Self-care and working in the criminal justice system

**Memo for Course Changes**

To: Sylvie Murray

From: Jennifer Deon

Date: October 15, 2024

**Subject: Proposal for revision of GD202 Interactive Design I: Foundations in Web Design**

*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: *Students must stay current with industry standards and practices in web design, which are constantly evolving to adapt to the dynamic nature of the field. The revised course description provides a more precise overview of the field and addresses more recent technological developments in web design. The learning outcomes have been revised to meet these changes, equipping students with relevant skills prepare them better for upper-level courses and industry expectations.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *The course learning outcomes have been streamlined and reduced from eleven to eight to eliminate redundancies and strengthen the communication of learning needed to fulfill the program outcomes. We have provided a table to show alignment to the newest ILOs.*

|   | GD 202 Course Learning Outcomes                                                            | GDD Program Learning Outcomes                                          | UFV Institutional Learning Outcomes (2024) |
|---|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------|
| 1 | Analyze online content within a critical, contextual framework.                            | Analyze visual communication problems using critical thinking skills.  | Examine Critically and Holistically        |
| 2 | Recognize how purpose and context shape design for diverse audiences, including Indigenous | Make responsible design decisions that consider peoples' wants, needs, | Engage with Indigenous Knowledge Systems   |

|   |                                                                                     |                                                                                                                                                              |                                                      |
|---|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|   | and non-Western perspectives or marginalized groups.                                | behaviours, values, social, and cultural differences                                                                                                         |                                                      |
| 3 | Structure content for optimal user experience (UX/UI).                              | Demonstrate functional competence with principles of visual organization, visual language, typography and theory as applied to visual communication problems | <b>Communicate Effectively</b>                       |
| 4 | Develop prototypes at varied fidelity levels.                                       | Utilize processes, tools, and technology for graphic design practice                                                                                         | <b>Apply Knowledge and Competencies Proficiently</b> |
| 5 | Implement designs for optimization, responsiveness, inclusivity, and accessibility. | Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences                                  | <b>Advocate for Equity, Diversity, and Inclusion</b> |
| 6 | Build templates and pattern libraries for efficient design workflows.               | Develop strategies for planning, producing, and disseminating visual communications                                                                          | <b>Apply Knowledge and Competencies Proficiently</b> |
| 7 | Demonstrate respectful use of creative and generative assets.                       | Make responsible design decisions that consider peoples' wants, needs, behaviours, values, social, and cultural differences                                  | <b>Advocate for Equity, Diversity, and Inclusion</b> |
| 8 | Develop communication skills to present design concepts to groups.                  | Apply business practices, ethics, and self-promotional strategies for professional development                                                               | <b>Communicate Effectively</b>                       |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No*
5. Which program areas have been consulted about the change(s)? *None*
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). *This is a foundational, skills-based, technical course. We have included reference materials and exercises that prioritize and aim to normalize inclusive design practices. Inclusive design aligns with the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) by respecting diversity, involving meaningful participation, promoting non-discrimination, and ensuring accessibility and equal participation in society for all individuals, including those from Indigenous communities.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *Projects for this course prioritize and aim to normalize inclusive design practices in web design. Through learning outcomes #5 and #8, students must consider the needs of their audience to access their work but also take care in finding*

*and generating images to respectfully represent them. Students are taught to understand audience needs through using a human-centred approach.*

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. *NA*
  
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners, and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro, but they can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 and \$3000. This laptop is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Interactive Design I: Foundations in Web Design                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Foundations in Web Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department/School:</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the foundational principles of designing online content. With a focus on information architecture, interface design (UI), and user experience (UX), students develop skills to craft purposeful design for diverse audiences.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 30 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> November 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Analyze online content within a critical, contextual framework.
2. Describe how purpose and context shape design for diverse audiences, including Indigenous, non-Western, or marginalized groups.
3. Structure content for optimal user experience (UX/UI)
4. Develop prototypes at varied fidelity levels.
5. Implement designs for optimization, responsiveness and accessibility.
6. Build templates and pattern libraries for efficient design workflows.
7. Demonstrate respectful use of creative and generative assets.
8. Present design concepts to groups.

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

|              |     |          |     |   |
|--------------|-----|----------|-----|---|
| Assignments: | 20% | Project: | 80% | % |
|              | %   |          | %   | % |

## Details:

Project 1 analysis 40%

Project 2 prototype 40%

Discussion boards 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, demonstrations, in-class discussions, group activities designed to foster teamwork, collective critique, in-class analysis of interface design, self-directed content development, out-of-class design development, online research, resource-sharing, digital group presentations.

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

| Type        | Author or description | Title and publication/access details                                                             | Year |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Mark Wells            | User experience design: an introduction to creating interactive digital spaces                   | 2023 |
| 2. Textbook | Jenifer Tidwell       | Designing Interfaces: Patterns for Effective Interaction Design                                  | 2020 |
| 3. Textbook | Horton, Sarah         | A web for everyone: designing accessible user experiences / Sarah Horton and Whitney Quesenbery. | 2013 |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

## Course Content and Topics

- Respectful web design processes – universal, accessible, inclusive
- What are User Interface design and User Experience design?
- Human-centred design processes for web development
- Visual Design systems for web – the principles of User Interface design
- Information Architecture – developing site maps, wireframes, and grids
- Web typography – hierarchy and employing best practices for accessibility and readability
- What is “mobile first” design and why is it inherently better for accessibility?
- Building digital prototypes – working with industry standard prototyping tools

### Memo for New Course

To: CACC

From: Molleen Shilliday, Department Head of Modern Languages (MOLA)

Date: September 18, 2024

**Subject: Proposal for new course: French 203 Study Tour in French: Language and Culture**

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

1. Rationale for new course, including how this course fits into the program(s):  
This course fulfills a gap within the MOLA French programs related to experiential learning: Students will travel to a francophone community in Canada and gain important knowledge about francophone culture and the French language in a dynamic setting. The study tour would be offered in the summer semester therefore diversifying our course offerings and giving students more opportunity to complete their 2<sup>nd</sup> year requirements for our programs. It would allow students to continue their studies at the intermediate level beyond the regular academic year: consistent and continued learning is an important part of language acquisition. This course would allow students to foster a sense of community with their peers. It would also encourage retention from second year to third year.
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 \(ILOs\)](#):

|                                                  |                                                                                                                                                                                        |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply knowledge and competencies proficiently | 3. Speak and listen in French at an intermediate level (CEFR level B2)<br>4. Demonstrate their expression and comprehension of written French at an intermediate level (CEFR level B2) |
| 2. Examine critically and holistically           | 1. Discuss the diversity and complexity of a particular region of the francophone world at an intermediate level in French                                                             |
| 3. Communicate effectively                       | 3. Speak and listen in French at an intermediate level (CEFR level B2)<br>4. Demonstrate their expression and comprehension of written French at an intermediate level (CEFR level B2) |
| 4. Lead collaboratively                          | 9. Collaborate with peers to successfully navigate sites in French                                                                                                                     |
| 5. Engage with indigenous knowledge systems      | 2. Demonstrate cultural awareness and sensitivity towards the francophone, non-francophone, and Indigenous communities in the area of study                                            |
| 6. Contribute locally and globally               | 2. Demonstrate cultural awareness and sensitivity towards the francophone, non-francophone, and Indigenous communities in the area of study                                            |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 7. Advocate for equity, diversity and inclusion | <p>7. Demonstrate knowledge of the diverse worldviews of the francophone, non-francophone, and Indigenous communities of the region</p> <p>6. Conduct guided research on historical, linguistic and socio-cultural realities of a particular region of the francophone world</p> <p>8. Assess how diverse worldviews, historical, linguistic, and socio-cultural realities studied impact communities and intercultural relations</p> |
| 8. Engage in reflection for action              | <p>8. Assess how diverse worldviews, historical, linguistic, and socio-cultural realities studied impact communities and intercultural relations</p> <p>5. Reflect on their direct exposure to francophone culture and language and how their knowledge allows them to better navigate intercultural contexts</p>                                                                                                                     |

2. 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?  
MOLA
4. If a new discipline designation is required, explain why:
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/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

203 French will be most often offered a tour of Quebec City and the surrounding area. When students go to this region, we will study the diversity and complexity of the region including indigenous communities. For example, in Quebec City, an important part of the tour would be a day visit to the Huron-Wendat Museum. There, the students would participate in experiential learning such as jewelry making or participating in a storytelling activity in the longhouse on site. If the tour were to visit Montreal, students would visit the McCord Stewart Museum to learn about indigenous cultures through the museum's permanent collection of indigenous art and archaeological objects. All francophone regions in Canada that could be chosen for a study tour would offer possibilities for learning about indigenous peoples of the region. Every iteration of the study tour will include a visit to a site of cultural significance for indigenous peoples in Canada. After the visit, students would write a reflective assignment on their visit. Teaching indigenous way of knowing will be an integral part of the tour. French 203 will "honour Indigenous

knowledge at all touchpoints of learning” and “emphasize active and experiential forms of learning (UFV Integrated Strategic Plan).

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

French 203 reflects the principles of EDI by focusing on cultural awareness and sensitivity towards the francophone, non-francophone, and Indigenous communities in the area of study. The social-economic, historical and cultural realities of the region will be studied prior to departure and will remain part of the learning on site. Particular attention will be given to intercultural relations and tensions in the region highlighting inequities and systems of oppression. Reflective writing assignments will allow students to recognize how the day-to-day realities of the region visited are different (or similar) to their own.

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

French 203 will be offered every second year.

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

There will not be textbooks or other materials to buy, however a cell phone and a good pair of walking shoes is required. Students will need to contribute to the costs of the study tour. This rate will vary year to year dependant on external funding. The Modern Languages Institute will provide some funding for students through the French Fund (annual government funding for French students). The amount of funding available for each student will depend on the number of students who participate.

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

- Where will this course fit in the program?  
*FREN 203 gives students more opportunity to complete their 2nd year requirements for our programs. It could be substituted for FREN 216 or FREN 242 until program changes come through in the next year. FREN 203 will be included as an option to complete second-year degree requirements for the proficiency certificate in French, French minor, extended minor, and French major.*
- How does learning outcome #2 (“Demonstrate cultural awareness and sensitivity towards the francophone, non-francophone, and Indigenous communities in the area of study”) work? Does it require students to be in contact with Indigenous communities? How do students get the opportunity to do this?  
*#5 above states that “Every iteration of the study tour will include a visit to a site of cultural significance for indigenous peoples in Canada. After the visit, students would write a reflective assignment on their visit. Teaching indigenous way of knowing will be an integral part of the tour.” Site visits to Indigenous museums will provide students with experiential learning opportunities to engage with Indigenous ways of knowing. After this experiential learning activity, students will demonstrate cultural awareness and sensitivity towards Indigenous communities through their reflective assignment.*
- What does “equivalent to CEFR level B2” mean?  
*Equivalent to Common European Framework of Reference for Languages (CEFR) level B2 means that students speak and write at an intermediate level by completion of the course. Students will have a completed French 215 or 230 (B1 equivalents) prior to taking French 203. By completion of the course, students will be able to understand and express themselves at an intermediate level (complex and abstract topics) without strain. Students who complete French 203 will be prepared to take the internationally recognized DELF (a diploma that tests CEFR levels of language) proficiency B2 exam.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|----|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Course Full Title:</b> Study Tour in French: Language and Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Course Short Title:</b> Study Tour in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Students study socio-cultural, historical, and linguistic realities of francophone communities. Students with an intermediate level in French will improve their oral and written fluency through day-to-day interactions and cultural site visits during a study tour to a francophone region in Canada.<br><br>Note: This course is equivalent to CEFR level B2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of FREN 230, FREN 215, or FREN 216.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Course Details</b><br><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Every other year</b><br><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">10</td> </tr> <tr> <td style="padding: 2px 5px;">Experiential (field trip)</td> <td style="text-align: center; padding: 2px 5px;">30</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 10 | Experiential (field trip) | 30 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><br>PLAR cannot be awarded for this course because:<br><br>This is a study tour. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Scheduled Laboratory Hours</b><br><br>Labs to be scheduled independent of lecture hours: <b>Yes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br><br>Transfer credit already exists: <b>No</b><br><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 18,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                                                                             |  |

**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 the diversity and complexity of a particular francophone region of Canada at an intermediate level in French.
2. Demonstrate cultural awareness and sensitivity towards the francophone, non-francophone, and Indigenous communities in the area of study.
3. Speak and listen in French at an intermediate level (CEFR level B2).
4. Demonstrate their expression and comprehension of written French at an intermediate level (CEFR level B2).
5. Reflect on their direct exposure to francophone culture and language and how their knowledge allows them to better navigate intercultural contexts.
6. Conduct guided research on historical, linguistic and socio-cultural realities of a particular francophone region of Canada.
7. Demonstrate knowledge of the diverse worldviews of the francophone, non-francophone, and Indigenous communities of the region.
8. Assess how diverse worldviews, historical, linguistic, and socio-cultural realities studied impact communities and intercultural relations.
9. Collaborate with peers to successfully navigate historical and cultural sites in French.

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

|                   |     |           |     |  |   |
|-------------------|-----|-----------|-----|--|---|
| Field evaluation: | 50% | Lab work: | 10% |  | % |
| Assignments:      | 40% |           | %   |  | % |

**Details:**

Assignments include 10% participation, 30% written assignments. Lab work will be participation in French seminars. 50% field evaluation consists of structured field exercises.

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

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

Field trips, field assignments, oral and aural exercises, discussions, readings, guest lecturers, presentations, and tests.

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

| Type               | Author or description                                                    | Title and publication/access details | Year |
|--------------------|--------------------------------------------------------------------------|--------------------------------------|------|
| 1. Other           | Material designed by instructor                                          |                                      |      |
| 2. Online resource | L'Actualité (online magazine)                                            |                                      |      |
| 3. Other           | Radio France Internationale (podcasts, videos, and listening activities) |                                      |      |
| 4. Other           | TV5 (videos and activities)                                              |                                      |      |
| 5. Other           | Radio Canada (news, podcasts, and videos)                                |                                      |      |

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

Regular requirements for travel, a cell phone (with camera) and a good pair of shoes. Students will need to contribute to the cost of the study tour. This will vary from year to year depending on external funding.

**Course Content and Topics**

During the seminar:

- Socio-cultural, historical, and linguistic materials in French that are specific to the region that the students will visit
- Oral and aural exercises in French which develop a B2 level of spontaneity and fluency
- B2-level written competencies such as grammatical control, autocorrection and use of cohesive devices
- B2-level reading comprehension exercises

During the study tour:

- Daily field trips to various cultural and historical sites (including museums, theatres, and cultural centers)
- Two or more field trips to sites of national or provincial significance (such as national parks, historic sites, and Indigenous sites)

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Anna Cook, PHIL Department Head

Date: May 5, 2024

**Subject: PHIL 495 (Honours Tutorial) Changes**

*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:

- PHIL 495 needed to be revised as part of the standard six-year review.
- The calendar description has been modified to fit the new format.
- The course outline reflects that PHIL 495 may be offered in multiple formats.
- The calendar description includes the presentation of the student's research.

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

N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

PHIL 495 is a Directed Studies Honours Tutorial course and so the outline cannot speak to its possible course content. The course content is self-directed. The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of Indigenization and decolonization. Students are encouraged to connect their work to the land they live and work on and situate their research in terms of broader issues of contemporary relevance (e.g. decolonization, truth and reconciliation, social inequities, ecological crisis).

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

PHIL 495 is a Directed Studies Honours Tutorial course and so the outline cannot speak to its possible course content. The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of equity, diversity, and inclusion. Students are encouraged to situate their research in terms of broader issues of contemporary relevance (e.g. equity, diversity and inclusion, decolonization, truth and reconciliation, social inequities, ecological crisis).

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: **N/A**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHIL 495                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Honours Tutorial<br><b>Course Short Title:</b> Honours Tutorial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>An intensive independent study course for students pursuing the Honours option that will result in a substantial research essay and presentation of their research. Students prepare a presentation and a writing sample which might be used for conference presentations or future graduate school applications.                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Acceptance into the Philosophy Honours program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>1</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Supervised directed learning (directed studies only)</td> <td style="text-align: center; padding: 2px 5px;">45</td> </tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this course includes a project which must be completed by a student admitted to the Philosophy Honours program and under the direction of a faculty advisor. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                            |  |

**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. Complete an extended scholarly research essay.
2. Demonstrate advanced editorial skills in revising the essay or project.
3. Effectively apply relevant sources for research essay.
4. Advance a proposition or thesis, supporting claims with explicit reasoning.
5. Construct advanced interpretations of textual materials, adequately supported by textual evidence.
6. Situate arguments and interpretations of the broader philosophical context that surrounds the debate/issue.
7. Present research to faculty and to peers, reflecting on the process, outcomes, and application of the work and learning post-university.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Thesis proposal: 10%

Presentation of research: 10%

Final research paper (6000-9000 words): 80%

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

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

A variety of methods will be used, but with an emphasis on tutorial sessions (as driven by student need) to provide the philosophical context to the subject and its sub-themes. There will also be an expectation for students to present seminar discussions on various sub-topics as research proceeds. Students will be expected to draw on a variety of readings to explore the topic and to introduce them to the diversity of philosophical interpretations (including sources from Indigenous and non-Western philosophies) of the subject.

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

**Course Content and Topics**

Faculty will work with individual Honours students to determine the course content and arrive at a course of readings and research expectations addressing a particular subject.

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Anna Cook, PHIL Department Head

Date: May 5, 2024

**Subject: Proposal for the discontinuation of PHIL 480, 481, 482, 490**

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

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

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

2. Rationale for change:

*PHIL 480 (Selected Topics in Morality and Politics), 481 (Selected Topics in Epistemology and Metaphysics), 482 (Selected Topics in the History of Philosophy) are Selected Topics courses that are redundant given the existence of PHIL 483 (Selected Topics in Philosophy). PHIL 490 (Directed Studies in Ethical and Political Philosophy) is also redundant given the existence of PHIL 491 (Directed Studies in Philosophy).*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *N/A*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)? *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 \(UNDRIP\)](#). *N/A*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *N/A*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **N/A**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **N/A**



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: PHIL 480, 481, 482, AND 490, PHILOSOPHY, COLLEGE OF ARTS

**Date:** MAY 7, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has completed a budget assessment of implications of the proposed discontinuation of the courses PHIL 480, 481, 482, and 490, and I approve the discontinuation of these courses. There are no financial impact to these course changes. PHIL 490 is offered as a Directed Studies, which poses no budgetary factors in the department course plans. PHIL 480, 481 and 482 are now encompassed through PHIL 483. These 3 courses have not been offered in recent years, whereas PHIL 483 has been in the course plan and continues to be offered resulting in no course plan changes or budgetary impacts.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[5041851@murray@ufv.ca](mailto:5041851@murray@ufv.ca)

**Memo for Course Changes**

To: The College of Arts Curriculum Committee

From: Edward, Akuffo, Department Head, Department of Political Science

Date: October 2024

**Subject: Proposal for revision of POSC 120 Ideology and Politics**

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

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

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

2. Rationale for change:

- The course was overdue for review;
- The course title, calendar description, and learning outcome have all been modified to make the course more attractive to students, highlight the inclusion of more diverse perspectives, and modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.

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

| Course Learning Outcomes                                                                                     | Program Learning Outcomes                                                                                                                                                   | Institutional Learning Outcomes                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Articulate the core elements of major political ideologies</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> </ul> |

|                                                                                                                                    |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe the core elements of decolonial, antiracist and feminist ideologies</li> </ul>     | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Defend their Principles</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> <li>Engage with Indigenous Knowledge Systems</li> <li>Advocate for Equity, Diversity, and Inclusion</li> </ul> |
| <ul style="list-style-type: none"> <li>Explain the relevance of ideologies to Canadian and other geo-political contexts</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> <li>Lead Collaboratively</li> <li>Contribute Locally and Globally</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>Identify key figures and events in the development of major political ideologies</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> </ul>                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Analyze the ideological leanings of political texts and speeches</li> </ul>                 | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Conduct Research</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul>        | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> </ul>                                                                                                          |
| <ul style="list-style-type: none"> <li>Explicate political ideologies via oral and written medium</li> </ul>                       | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Communicate Effectively</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> <li>Lead Collaboratively</li> <li>Engage in Reflection for Action</li> </ul>                                                                                |

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

- NA

5. Which program areas have been consulted about the change(s)?
- NA
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- The course explicitly thematizes decolonialism and antiracism, with substantial class time devoted to discussing Indigenous and decolonial ideas and movements;
  - Students read the Beyond 94 website and learn about the TRC, Canada's mixed record on meeting the TRC's Calls to Action, and what could be done to achieve the Calls to Action;
  - Students learn about Indigenous movements, ideas, and forms of resistance and refusal, as well as pathways to decolonialism;
  - During in-class and small-group discussion, students consider decolonial approaches to criminal justice;
  - Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course explicitly thematizes decolonialism, antiracism, and feminism, with substantial class time devoted to discussing Indigenous, Black, decolonial, antiracist, feminist, queer, intersectional, and otherwise liberatory or anti-oppressive ideas and movements;
  - Students read and discuss texts written by authors with diverse backgrounds and identities;
  - Students read and discuss texts such as Martin Luther King Jr's "Letter from a Birmingham Jail"; the "Haitian Declaration of Independence" and a manual on the feminist practice of "consciousness raising;"
  - During in-class and small-group discussion, students consider topics like decolonial approaches to criminal justice and feminist approaches to healthcare policy.
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).
- NA

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

- \$50



ORIGINAL COURSE IMPLEMENTATION DATE: January 1976  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 120                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Ideology and Politics<br><b>Course Short Title:</b> Ideology & Politics                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores theories of power, government, freedom, justice, and liberation through the study of diverse political ideologies, including liberalism, conservatism, communism, socialism, anarchism, neoliberalism, libertarianism, feminism, decolonialism, antiracism, and environmentalism.                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> October 25, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Articulate the core elements of major political ideologies.
2. Describe the core elements of decolonial, antiracist and feminist ideologies.
3. Explain the relevance of ideologies to Canadian and other geo-political contexts.
4. Identify key figures and events in the development of major political ideologies.
5. Analyze the ideological leanings of political texts and speeches.
6. Explicate political ideologies via oral and written medium.

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

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

**Details:**

Writing-intensive midterm: 30%

Writing-intensive final: 30%

Interpretive essay: 30%

Class participation (class discussion, active listening, and group discussion): 10%

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

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

Lectures, group discussions, assigned readings, essays, written and oral feedback on 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. Book            | H.B McCullough                                    | Political Ideologies: 2 <sup>nd</sup> Edition | 2017 |
| 2. Online resource | CBC News                                          | Beyond 94: Truth and Reconciliation in Canada | 2024 |
| 3. Online resource | Martin Luther King Jr                             | Letter From a Birmingham Jail                 | 1963 |
| 4. Online resource | Jean-Jacques Dessalines & Louis Boisrond-Tonnerre | Haitian Declaration of Independence           | 1804 |
| 5. Online resource | Karl Marx & Frederick Engels                      | Manifesto of the Communist Party              | 1848 |

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

None

**Course Content and Topics**

- What is ideology?
- Classical liberalism and reform liberalism
- Conservatism and fascism
- Communism
- Socialism and social democracy
- Anarchism
- Libertarianism and neo-liberalism
- Decolonialism and antiracism
- Feminism
- Environmentalism

**Memo for Course Changes**

To: The College of Arts Curriculum Committee

From: Edward, Akuffo, Department Head, Department of Political Science

Date: 25/10/2024

**Subject: Proposal for revision of International Relations and Global Politics (POSC 260)**

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

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

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

2. Rationale for change:

- The course is overdue for periodic review.
- The calendar description, textbook, and learning outcomes, have all been revised in line with current trends in the field, and make the course more attractive to students. It introduces diverse perspectives and approaches in international relations and aligns the learning outcomes with UFV's institutional learning outcomes.

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

| Course Learning Outcomes                                                                                                                                                                                                   | Program Learning Outcomes                                                                                                                                                   | Institutional Learning Outcomes                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Explain major theoretical approaches to the study of international relations.</li> <li>Explain the different approaches to the study of international political economy.</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> </ul> |

|                                                                                                                                        |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Evaluate key events in world politics since the Treaty of Westphalia in 1648</li> </ul>         | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Defend their principles</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> <li>Engage with Indigenous Knowledge Systems</li> <li>Advocate for Equity, Diversity, and Inclusion</li> </ul> |
| <ul style="list-style-type: none"> <li>Critically analyze foreign policy goals of states</li> </ul>                                    | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> <li>Lead Collaboratively</li> <li>Contribute Locally and Globally</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>Describe the causes of war and conditions of peace</li> </ul>                                   | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Communicate Effectively.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> </ul>                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Engage with political science-based research and writing practices</li> </ul>                   | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Conduct Research</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul>        | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Communicate Effectively</li> </ul>                                                                                                          |
| <ul style="list-style-type: none"> <li>Analyse key components and impact of poverty and underdevelopment on global politics</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Communicate Effectively</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> <li>Lead Collaboratively</li> <li>Engage in Reflection for Action</li> </ul>                                                                                |
| <ul style="list-style-type: none"> <li>Articulate sources of power and impact on global governance institutions.</li> </ul>            | <ul style="list-style-type: none"> <li>Conduct Research</li> <li>Communicate Effectively</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> </ul>                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Examine key components of international law and human rights</li> </ul>                         | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> </ul>                                                                                                                                                                                        |

|  |                                                                                                                                               |                                                                                                                                                        |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Communicate Effectively</li> <li>• Analyze Information</li> <li>• Defend their principles</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate Effectively</li> <li>• Lead Collaboratively</li> <li>• Engage in Reflection for Action</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Bachelor of Arts in Global Development Studies. This change will not adversely affect this program as it broadens and deepens the analysis of issues that are fundamental to governance, globalisation, and development.

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

Yes, GDS has been consulted.

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

- The course explicitly discusses sovereignty and state power and how this is used domestically and internationally by state leaders to justify their policies and actions.
- The question state-formation and nationhood and how that impact on state actions is discussed.
- The course focuses substantively on questions of human rights, international law, poverty and inequality, and human security, by highlighting debates between, for example, liberal and post-colonial theoretical approaches.
- Weekly assigned readings and lectures draw on texts of the United Nations Declaration on the Rights of Indigenous Peoples and Canada's Truth and Reconciliation's Calls to Action.
- Students learn about Indigenous cultural rights and right to natural resources, key instruments and platforms of advocacy, and forms of resistance to state structures and practices.
- Small-group and whole-class discussions focus on colonial, decolonization, post-colonial, and racial approaches to evaluate human rights discourse.
- Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning.

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

- The course substantively discusses a wide variety of critical theoretical approaches including, feminism, post-colonialism, environmentalism, constructivism, and post-modernism.
  - Students read and discuss texts (chapters) written by authors with diverse backgrounds and identities.
  - The question of equity, diversity, and inclusion cuts across the themes of human rights, international law, human security and humanitarian intervention, poverty and underdevelopment, and global governance institutions. During lectures, whole-class, and small-group discussions, students consider these topics through a variety of critical approaches to international relations as listed above
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.)  
NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
\$50



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1976  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> International Relations and Global Politics                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Int Relat & Global Politics                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the study of international relations and global politics. Explores international relations theory, the sources of power in world politics, security and war, international organizations, foreign policy, political economy, international law, human rights, poverty, development, globalization, and global governance.                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 25, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

1. Explain major theoretical approaches to the study of international relations.
2. Explain the different approaches to the study of international political economy.
3. Describe the causes of war and conditions of peace.
4. Critically analyze foreign policy goals of states.
5. Evaluate key events in world politics since the Treaty of Westphalia in 1648
6. Examine key components of international law and human rights.
7. Analyse key components and impact of poverty and underdevelopment on global politics.
8. Articulate sources of power and impact on global governance institutions.
9. Engage with political science-based research and writing practices.

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

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

**Details:**

|                                                           |     |
|-----------------------------------------------------------|-----|
| Participation in small-group and whole-class discussions: | 10% |
| Small-group brainstorming on policy questions/issues      | 10% |
| Midterm examination                                       | 30% |
| Critical theoretical analysis of international news       | 20% |
| Final examination                                         | 30% |

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

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

Lectures, small group/whole class discussions, assigned readings, essays, written and oral feedback on assignments and midterm exam.

**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 | Steven L. Lamy et al  | Introduction to Global Politics (Seventh Edition) | 2023 |
| 2.          |                       |                                                   |      |
| 3.          |                       |                                                   |      |
| 4.          |                       |                                                   |      |
| 5.          |                       |                                                   |      |

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

**Course Content and Topics**

- Introduction to international relations, concepts, and theories
- Mainstream theories: realism and liberalism
- Beyond states and national interest
- Critical/alternative theories of international relations
- Military power, war, and terrorism
- Human security, human rights, and humanitarian intervention
- States and foreign policy
- United nations and international law
- Regional organizations and non-state actors
- Globalization, trade, and finance
- Development, poverty, and inequality in the global south
- Global environmental politics
- Global governance

**Memo for Course Changes: Six-Year Revision of HIST 162/LAS 162**

To: CACC, UEC

From: Barbara Messamore (History Department Head, Chair, History Department Curriculum Committee)

Date: 28 October 2024

**Subject: Proposal for revision of HIST 162/LAS 162**

*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: HIST 162/LAS 162 is up for its six-year review. This course was originally developed to teach modern Latin American history at a survey level during the national periods (1700s-1900s). It aligns with other courses in our department that focus on national surveys which work to introduce students to historical thinking and writing. The course title has been revised in consultation with a recently retired department member and an incoming permanent member who will continue to teach the course along similar lines. The title of the course had been changed previously due to enrolment issues that existed ten years ago in order to attract students through a relevant popular culture phenomena. The course has been revised here to align more with how modern Latin American surveys are taught elsewhere across the fields of history and Latin American Studies. The calendar description, learning outcomes, text & resource materials, and content have been revised to reflect the title change.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The learning outcomes have been updated, with some additional detail added but with no substantial changes. The course LOs align with the History Program's learning outcomes and UFV's ILOs.
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 cross-listed with Latin American Studies and can be used for

the LAS minor or extended minor. None of the updates for the course revision will have an impact on the LAS Program.

5. Which program areas have been consulted about the change(s)? The History Department Curriculum Committee, Geoffrey Spurling (HIST/LAS faculty, retired August 2024) and Kate Godfrey (new HIST/LAS hire, starting August 2025).

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 \(UNDRIP\)](#).

History/LAS 162 contributes directly to the process of Indigenizing UFV. One week of the course focuses specifically on the historical relationship between Latin American Indigenous peoples and the state. After a broad historical overview of Indigenous history this section of 162 focuses in particular on Andean music and musicians from the early 20th century to the present, considering the impacts of the Indigenista movement and questions of national identity, shifting power relations, and rural-urban migration.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? History/LAS 162 explores questions of equity and inequity, of racial, ethnic, and national diversity, relations between Indigenous peoples and the state, and of inclusion and exclusion. The course examines class, race, ethnicity, and gender, and regional, national, and transnational identities. Students will share reflections on primary and secondary readings, films, music, and other pathways to engaging with Latin American cultural hybridity.
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): \$50.00



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 162                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title</b> ¡Revolución! Politics, Protest, and Culture in Modern Latin American History<br><b>Course Short Title:</b> Politics, Protest & Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the history of modern Latin America through the study of social change, political upheaval, and artistic expression. Using these themes, students examine national and local identities; class, race, ethnicity, and gender; relations between Indigenous peoples and the state; rural-urban migration, industrialization, and populist politics; military rule, repression, resistance, and exile; the drug trade; globalization; and cultural hybridity.<br><br>Note: This course is offered as HIST 162 and LAS 162. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>LAS 162</b><br>Equivalent course(s): <b>HIST 262/LAS 262, LAS 162</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> November 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key components in the history of nineteenth- and twentieth-century Latin America.
2. Debate themes and issues in the history of social change, political upheaval, and artistic expression in Latin America in an inclusive and open-minded manner.
3. Describe historical shifts in the complex relationship between Indigenous peoples and Latin American nation-states.
4. Analyze how the history of Latin American culture intersects with questions of class, race, ethnicity, gender, and national identity.
5. Identify the differences between primary and secondary sources.
6. Employ primary and secondary sources in historical analyses.
7. Articulate the relationship between the past and the present in the study of history.
8. Use argument, evidence, an awareness of audience, historical sources, and historical thinking in oral and written work.

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

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

**Details:**

Quizzes/tests: mid-term exam

Assignments:

- Five writing and historical skills exercises: 50%
  - Quoting and paraphrasing; footnote citations and bibliography (7%)
  - Writing a summary (précis) of a secondary source (8%)
  - Defining and arguing a thesis (2 x 10%)
  - Writing an introduction (15%)
- Weekly seminar discussion/participation: 10% (calculated weekly; based on thoughtful, critical responses to readings questions posted well in advance on the course website, and active discussion of other course materials presented in class (films, music, etc.))

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

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

| Type               | Author or description                                                                                                                                                                                                                                                                                                              | Title and publication/access details                                            | Year |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------|
| 1.                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                 | 2014 |
| 2. Textbook        | Rampolla, M.                                                                                                                                                                                                                                                                                                                       | A Pocket Guide to Writing in History. Bedford/St.Martin's. 10 <sup>th</sup> ed. | 2021 |
| 3. Online resource | PDFs of journal articles, book chapters, song lyrics, etc. on course website. Examples include a chapter from Tom Turino's Music in the Andes on historical transformations of Indigenous Andean music in the context of shifting power relations and the movement of Andean migrants from the countryside to Lima, Peru's capital |                                                                                 |      |

**Course Content and Topics. An example of content might include:**

- Course introduction; regional and historical context
- New nation states, nineteenth-century liberalism, and immigration; analyzing Latin American history through the lens of popular culture
- Urban growth, industrialization, and political change in early twentieth-century Latin America; race, class, and national identity
- Populist politics, nationalism, music, art, sports, and other cultural manifestations
- Indigenous peoples, Indigenismo, rural-urban migration
- Military rule (Argentina, Chile, and Brazil)
- Music, social critique, and resistance; the New Song movement; tropicalism, rock, and the counterculture
- Narcos, narcosoccer, and narcocorridos
- Sexuality and gender
- Neoliberalism and globalization; corruption; sport, urban development, and violence; music and local identities



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> LAS 162                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                             |
| <b>Course Full Title</b> ¡Revolución! Politics, Protest, and Culture in Modern Latin American History                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |
| <b>Course Short Title:</b> Politics, Protest & Culture                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                    |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program if no department):</b> History                                                                                                                                                                                                           |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |
| This is a cross-listed course. Please refer to <b>HIST 162</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |
| Explores the history of modern Latin America through the study of social change, political upheaval, and artistic expression. Using these themes, students examine national and local identities; class, race, ethnicity, and gender; relations between Indigenous peoples and the state; rural-urban migration, industrialization, and populist politics; military rule, repression, resistance, and exile; the drug trade; globalization; and cultural hybridity. |                                                                                                                                                                                                                                                                    |
| Note: This course is offered as HIST 162 and LAS 162. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | None.                                                                                                                                                                                                                                                              |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                       | None.                                                                                                                                                                                                                                                              |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                                                                                                              |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with: <b>HIST 162</b><br>Equivalent course(s): <b>HIST 262/LAS 262, HIST 162</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                 | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> October 28, 2024                                                                                                                                                                                                                           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> November 8, 2024                                                                                                                                                                                                                           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                           |

**Memo for New Course**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Aleksandar Jovanovic, HIST 118 course designer

Date: October 22, 2024

**Subject: Proposal for new course HIST 118: Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks**

*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):

HIST 118, which covers the early history of the Near East from the first cities and writing in Mesopotamia and Egypt (c. 3500 BCE) to the rise of the Achaemenid Empire (c. 550 BCE), acts as a prequel to HIST 119, which follows the Mediterranean history of the Greco-Roman Antiquity. Thus, HIST 118 contributes to the further development of pre-modern focused courses in History. Other than offering a survey of the Near East's political history, the course aims to expose students to the idea of cross-cultural exchange, as well as to the concepts of early state- and empire-building processes, which differ greatly from the Western standards of statehood to which we are most accustomed. While studying the distant past is crucial for HIST 118, students also learn about the more contemporary concept of orientalism, which used to be employed in Western academia to dismiss Near (and Middle) Eastern ways of knowing and doing. With this side introduction to the development of the discipline of Ancient Near Eastern Studies, students are encouraged to recognize and acknowledge their own biases, a skill that is broadly applicable both in other courses offered in History and the College of Arts in general, as well as in life outside the university.

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

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

The learning outcomes of the course follow our revised departmental PLOs from May 2022 in that they foster disciplinary methods which promote "more inclusive, non-western, and Indigenous ways of knowing" in the exploration of the Ancient Near East (PLOs, 1). As the world of Southwestern Asia both geographically and chronologically rests near the imagined borders of the West, the field of Ancient Near Eastern studies developed as a colonial and orientalist academic discipline in the 19<sup>th</sup> century. Newer scholarship – with whose ideas this course engages – emphasizes the need to look at Near Eastern cultures and civilizations in their own right, not as lesser counterparts of the West. By following such principles, the course encourages students to "recognize their own positionality and biases as well as those expressed by others in oral, written, or digital form" (PLOs, 3).

HIST 118 makes active strides to meet the 2024 ILOs, which are compatible with departmental learning outcomes. In their exploration of the distant past and less-known geography of Southwestern Asia and

adjacent regions, learners are encouraged to be open-minded and to focus on learning the stories of Near Eastern civilizations through “critical and creative thinking strategies, drawing on multiple perspectives and experiences” (ILO2) when analyzing primary documents both textual and material. Being able to *read* both textual and material evidence from the Near Eastern past, learners increase their competency in “multiple literacies” (ILO2), which allows them to think about history in non-textual ways. Thus, students acquire “knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems” (ILO, 1) that allow them to think more critically about the Ancient Near East, as well as their own world.

Since the topic of study is the Ancient Near East, which has been dismissed in the past through an orientalist prism of “Eastern despotism” unworthy of any notable achievements, learners are encouraged to ask questions that stem from non-Western ways of knowing and analyzing. Thus, students are exposed to Near and Middle Eastern worldviews which differ greatly from our own, providing learners with a chance to “acknowledg[e] and valu[e] diversity in all its forms” (ILO7) across time and space. Unpacking the history of the Ancient Near East in its own right and not as an adjacent ancestor to Greece and Rome allows learners to “understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers” (ILO7). In this process of viewing the distant history of Southwest Asia in its own right, students are expected to engage both with the primary sources and with their peers collaboratively and respectfully when seeking out guidance or offering their opinions and answers to various topics covered in the course (ILO, 3, 4).

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

HIST 118 offers a survey of the Ancient Near East, which is geographically, chronologically, and culturally quite distant from North American experiences, including those of the continent’s autochthonous populaces. Despite this distance, HIST 118 makes active strides to offer pathways toward indigenization.

The course adheres to the pedagogical method of the Five Rs by offering learners a respectful and reciprocal teaching environment in which students can question these concepts and learn about the relevant aspects of Ancient Near Eastern histories. These processes aid students in building skills of responsibly processing ideas, concepts, and data, which allows both learners and the instructor to build stronger relationships with each other, as well as with the content about Ancient Southwest Asia. The Five Rs come in particularly useful when we discuss the question of Orientalism in European and North American academia, which has been associated with the Near East since the 19<sup>th</sup> century. Aided by the Five Rs, students are able to question traditional Western points of view about distant cultures which

further enhances their critical thinking skills. Learners can then employ the acquired skills when examining the complex local and global Indigenous relations in Canadian academia.

Students are given the option to do assignments that revolve around the Indigenous methodology of storytelling in an academic setting (*Decolonizing Research: Indigenous Storywork as Methodology*) such as Do It Yourself where students are expected to create an object using the methods of the Ancient Egyptians and Mesopotamians and present a story of how the object was made and what their experience of making it felt like for them. Thus, students are not just exposed to Indigenous methodologies in an academic setting, but they are connected to tangible research and presentation skills which can be applied in various contexts.

Finally, when possible and suitable, relevant examples from local Stó:lō history are brought in to bridge the gap between the more familiar Fraser Valley experience and the lesser-known Ancient Near Eastern world. For example, referring to the connection local Indigenous communities had with the Fraser River vis-à-vis the importance of rivers in the formation of the Near Eastern cultures around the rivers Nile, Euphrates, and Tigris. This allows students to familiarize themselves with the distant civilizations of Mesopotamia and Egypt while, at the same time, it puts local history into a global comparative context which has been an enduring trend in history as a discipline over the last decade.

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

The course promotes EDI through the exploration of diverse ethnic, social, and racial communities and their experiences in the Ancient Near East. The materials actively strive to move away from elite narratives and focus on telling the story of society from the perspective of various groups common and/or marginalized. Thus, great emphasis is placed on the analysis of varied experiences depending on the gender, race, and class of the studied people by engaging with both written and material primary sources, such as landscape, climate, and architecture. By focusing on the primary sources of non-written provenance alongside written texts, learners are exposed to a number of lived experiences and cultural practices that differ greatly from ours. Analyzing the significance of distant Ancient Near Eastern civilizations allows students to inevitably put their own ways of knowing aside and to be open to examining the cultural and ethnic diversity of these ancient societies.

Other than the content of the course, the classroom experience and the assignments are meant to encourage equitable learning for students. All students are expected to work in smaller groups during discussion periods. This setting fosters a safer and less intense atmosphere for learners to exchange their ideas. The smaller discussion groups allow learners to experience different approaches to the topics covered in class by sharing their ideas and respectfully hearing what their immediate peers have to say. Thus, they can see themselves as being partners in learning alongside their peers and instructors.

While written assignments are present, following the logic of the course, students are expected to put together an exhibition catalogue about a theme revolving around the Ancient Near East, which includes a cover letter explaining the theme, followed by a set of curated images of relevant artifacts through which a story is told. Alternatively, offering further development of presentation skills, students are

given the option to research and make an object using the ancient methods of the Near Eastern civilizations and present their findings to the class. These assignments move away from the traditional paper format and allow students to enhance their digital literacy, dexterity, and presentation skills. The freedom to choose between specific assignments allows students to play to their own strengths and interests while processing and expressing their thoughts about the Ancient Near East.

Finally, the course strives to meet UDL Guidelines by making the content accessible in multiple forms. The readings are available in PDF format. For the F2F version of the course, all the lectures are audio recorded, thus, students can access them even after the class. The online version of the class has captions included in the video lectures.

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:
  - c. \$1 for the textbook *The Ancient Near East: A Very Short Introduction*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 118                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Ancient Near East                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students consider the development of the first urban cultures and early empires from the Indus and the Nile Valleys to the Straits of Gibraltar. By exploring the daily lives, cultural institutions, social mores, and politics of these early civilizations, students can start thinking about such concepts as state and society in non-Western terms.                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                             |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

Upon successful completion of the course students will be able to:

1. Identify the key components of Ancient Near Eastern history.
2. Debate themes such as early state-/empire-building and cross-cultural exchange in the context of the Near East.
3. Explain differences between primary and secondary sources and work with both.
4. Analyze written and material primary sources in relation to each other.
5. Assess the relationship between the Ancient Near East and Western academia.
6. Interpret historical evidence in historical writing.

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

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

**Details:**

Quizzes/tests:

1. Weekly quizzes to be distributed via learning management system, testing learners on the weekly content.

Assignments:

2. Two primary source analyses analyzing the historical significance of a primary written document situated in the right historical context based on the class bibliography (20%).
3. Group presentation about the primary sources, where students connect the lecture materials with the written and material primary sources (10%).
4. Student presentations in which learners present information about the weekly primary source reading (5%).

Project:

5. Museum curation, in which students design their own thematic exhibition that helps us to learn something new about the Ancient Near East. Or: Do-it-yourself, in which students research and make objects used in the Ancient Near East by using the methods from distant past and place.

**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.)*

Face-to-face lectures and 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 | A.H. Podany           | <i>The Ancient Near East: A Very Short Introduction</i> | 2013 |
| 2.          |                       | Selection of primary sources available online           |      |
| 3.          |                       |                                                         |      |

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

**Course Content and Topics**

Module I: What is a city? (3600-2200 BCE)

Part 1: Introduction to human prehistory and the first cities

Part 2: The rise of the river civilizations: Indus, Mesopotamia, and Nile

Part 3: Cities outgrow themselves: early dynastic Egypt and the Akkadian Empire

Module II: What is a multitude of cities called? (2200-1155 BCE)

Part 1: Pyramids, temples, canals, and taxes: Old – Middle – New Kingdom in Egypt

Part 2: Ziggurats, temples, canals, and taxes: Babylonia and Assyria awoken

Part 3: Do we need rivers? The Hittite Empire vis-à-vis the Indus Valley civilization

Module III: How to survive a breakdown? (1155-600 BCE)

Part 1: The Mediterranean system: city-state cultures of Phoenicia, Crete, and the Peloponnese

Part 2: Egypt endures but what about the rest?: Rise of Phrygia and Lydia in Asia Minor

Part 3: Old name, new aspirations: the Neo-Assyrian Empire

Module IV: Something old, something new, something borrowed. (600-500 BCE)

Part 1: Old name, new aspirations: Neo-Babylonian Empire

Part 2: City-states look westward: Phoenician and Greek colonies around the Mediterranean

Part 3: One to rule them all: the Achaemenid Empire

**Memo for New Course**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Aleksandar Jovanovic, HIST 480 course designer

Date: October 22, 2024

**Subject: Proposal for new course: HIST 480 *Social History of the Medieval Roman Empire (c.600–1453): The Empire that Wouldn't Die***

*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):

The course expands the pre-modern history offerings in the department by providing students with an opportunity to study social relations in the medieval Roman Empire (7<sup>th</sup>–15<sup>th</sup> centuries). As the department does not have a regularized upper-level course focusing on the Mediterranean or exclusively the pre-modern world, this course will fill that void and respond to student interest. The course focuses on the medieval Roman state, which will allow students to explore the polity that played an active role in the Mediterranean and the Middle East for over a millennium; and (b) how the academic field of medieval Roman studies, known as Byzantine Studies, developed in a Western European academic setting.

Since I arrived at UFV in 2018 as a sessional instructor, students have asked for a course on the medieval Roman Empire and the test course HIST 399M – focusing on the state's capital Constantinople – serves as proof of active student interest in the topic. At the 400 level, this course provides students with an opportunity to study the social history of the Roman polity from primary and secondary sources.

HIST 480 is a 4-credit course, consistent with the history program's upper-level courses, all of which are 4 credits.

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

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

The learning outcomes of the course follow the revised departmental PLOs from May 2022 in that they foster disciplinary methods which promote “more inclusive, non-western, and Indigenous ways of knowing” in the exploration of the medieval Roman world. These new ways of looking at the Roman past help us in “shaping the evolution of historical knowledge” (PLOs, 1). In focusing on the process of the medieval Roman empire's de-Orientalization (i.e. moving away from the trope of the eastern theocratic decadent empire model) in contemporary scholarship, the course aims to encourage students to “recognize their own positionality and biases as well as those expressed by others in oral, written, or digital form” (PLOs, 3).

The course strives to meet the new 2024 ILOs, which themselves inform departmental learning outcomes. In studying the more distant past and geography, students “use critical and creative thinking strategies, drawing on multiple perspectives and experiences” (ILOs 2024, 2) to explore written and material primary sources which, in turn, allows them to gradually construct a nuanced image of the medieval Roman world. In crafting this complex image of the Roman polity, learners are expected to showcase their view of the distant past through “multiple literacies” (ILOs 2024, 2), which include but aren’t limited to essay writing and GIS historical mapping.

Since the topic under study is the medieval Roman polity, which is undergoing a process of de-Orientalization in contemporary global scholarship, learners are encouraged to ask questions that stem from non-Western ways of knowing and analyzing. Thus, students are exposed to Middle Eastern, Indigenous, and other worldviews which can inform our understanding of the culturally different and chronologically distant medieval Roman world (ILOs 2024, 5, 6). Studying a culture whose customs and practices are so different from our own provides learners with an excellent opportunity to “acknowledg[e] and valu[e] diversity in all its forms” (ILOs 2024, 7) across time and space. This viewpoint allows learners to “understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers” (ILOs 2024, 7). In this process of crafting an image of the medieval Roman world, students are expected to engage both with the primary sources and with their peers collaboratively and respectfully when seeking out guidance or offering their opinions and answers to various topics covered in the course (ILOs 2024, 3, 4).

By engaging with current scholarly views on the medieval Roman world which are influenced by non-Western academic trends, students will be able to witness how knowledge and our understanding of the distant part is constantly changing, and that no history is ever definite or definitive. This will serve as a leitmotif of the course and a reminder to the learners to “develop a mindset that favours life-long learning” (ILOs 2024, 9).

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course revolves around a culture that is geographically and chronologically distant from Indigenous experiences in North America. However, the course still strives to contribute to UFV’s Indigenization goals.

Firstly, the course's setup follows the teaching pedagogy of the Five Rs in offering a respectful and reciprocal teaching environment, both among students and for the content covered in class, with relevant aspects of medieval Roman history being highlighted. This approach enhances our skills in responsibly processing ideas, concepts, and data, which allows both learners and the instructor to build stronger relationships with each other, as well as with the content about the medieval Roman polity. Stolo

Secondly, students are given the option to do assignments that revolve around the Indigenous methodology of storytelling in an academic setting (*Decolonizing Research: Indigenous Storywork as Methodology*) such as Do It Yourself where students are expected to create an object using the methods of the Medieval Romans and present a story of how the object was made and what their experience of making it felt like for them. Thus, students are not just exposed to Indigenous methodologies in an academic setting, but they are connected to tangible research and presentation skills which can be applied in various contexts.

Finally, when possible and suitable, relevant examples from local Stó:lō history are brought in to bridge the gap between the more familiar Fraser Valley experience and the lesser-known Medieval Roman world. For example, referring to the Indigenous Fire Stewardship helps in bringing the concept of medieval Roman land burning as a process of agricultural fertility renewal. This allows students to familiarize themselves with the distant Medieval Roman culture while, at the same time, positioning local history into a global comparative context which has been an enduring trend in history as a discipline over the last decade.

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

By following the pedagogical Five Rs, the course is set to promote EDI in the classroom. The course promotes EDI through the exploration of diverse groups and their experiences in the medieval Roman Empire. The materials actively strive to move away from the elite narratives and focus on telling the story of the society from the perspective of various groups common and/or marginalized. Thus, great emphasis is placed on the analysis of varied experiences depending on the gender, race, and class of the studied people. The diachronic nature of the course also encourages discussion about the transformation of what it meant to be Roman in different periods. By focusing on people belonging to all walks of life, learners are exposed to lived experiences and cultural norms that differ greatly from theirs. Analyzing the significance of the distant medieval Roman culture allows students to inevitably put their own ways of knowing aside and be open to examining the cultural and ethnic diversity of this medieval society.

Other than the content of the course, the classroom experience and the assignments are meant to encourage equitable learning for the students. Each student will have a chance to take the lead in seminar discussions and moderate their peers' interactions. This allows learners to experience different approaches to the topics covered in class both as moderators and participants in guided discussions. While the essay format remains present in the class, students are given the option to produce GIS

historical maps, podcasts, or videos. Such assignments move away from the traditional paper format and allow students to enhance their digital literacy. Another assignment focusing on experiential learning asks learners to research the ways in which a specific item (food, clothes, lamps, maps, etc.) was made in the Roman world and then try to make it by employing traditional medieval methods. The freedom to choose between specific assignments allows students to play to their own strengths and interests while processing and expressing their thoughts about medieval Roman society.

Finally, the course follows UDL Guidelines by making the content accessible in multiple forms. The readings are available in PDF format. For the F2F version of the course, all the lectures are audio recorded, thus, students can access them even after the class. The online version of the class has captions included in the video lectures.

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.: NA
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - c. \$30



ORIGINAL COURSE IMPLEMENTATION DATE: September 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 480                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social History of the Medieval Roman Empire (c.600–1453): The Empire that Wouldn't Die                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Social Hist Medieval Roman Emp                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the social and cultural history of the medieval Roman Empire (sometimes known as Byzantium) from around 600 until 1453 CE. They will consider how the Empire of the Romans had to transform itself to survive and thrive in the wider Mediterranean world. Students will examine socioeconomic, political, and cultural transformations from the perspective of the state and from that of people of all walks of life who made up the social fabric of the empire. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> December 6, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze the political, social, cultural, and economic historical circumstances that changed medieval Roman society from c.600 to 1453 CE.
2. Assess the role the pre-modern Roman state played in the construction of a common Roman identity.
3. Debate how the scholarly field of Byzantine studies was constructed by Western European Orientalist policies in education and culture in the 19th and 20th centuries.
4. Investigate the content of the written and material primary sources to better understand contemporary Byzantine studies as an academic field.
5. Formulate independent ideas about Orientalism's role in contemporary academia and wider society.
6. Demonstrate cultural sensitivity to temporally and geographically distant lived experiences.

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

|                |     |          |     |              |     |
|----------------|-----|----------|-----|--------------|-----|
| Quizzes/tests: | 15% | Project: | 25% | Assignments: | 60% |
|                | %   |          | %   |              | %   |

**Details:**

Quizzes/tests:

1. Three quizzes with open-ended questions testing students on historical trends in the development of medieval Roman society (5% each).

Assignments:

1. Critical essay assessing existing scholarly work based on primary sources read in class (15%).
2. Primary source analysis of the historical significance of a primary written document situated in the right historical context based on the class bibliography (15%)
3. Do-it-yourself assignment exposing students to premodern techniques of manufacture ranging from food to clothes to pottery (15%).
4. Discussion moderation allowing students to lead a class discussion on primary and secondary sources (15%).

Project:

1. Research paper, podcast (video), or GIS historical mapping of the medieval Roman world (25%).

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

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

Face-to-face seminar.

**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 | Anthony Kaldellis     | <i>The New Roman Empire: A History of Byzantium</i> | 2023 |
| 2. OER book | Tracey Kinney et al.  | <i>Ancient and Medieval World</i>                   | 2022 |
| 3.          |                       |                                                     |      |

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

QGIS (open-source software available for free download)

**Course Content and Topics**

Module I: The empire that would not die (600–800 CE)

Part 1: The Roman state from Augustus' Principate until the Arab conquests (27 BCE to 630 CE)

Part 2: Soul searching of the Iconoclast emperors: the transformation and survival of the Roman state

Part 3: Empire of villages: deurbanization and the rise of independent farmers

Module II: The imperial rural revival (800–1000 CE)

Part 1: Roman awakening: centralization and expansion of the Roman state (Stó:lō creation stories > decolonizing research)

Part 2: New emperors, old laws: Macedonian legal codification and protection of the population

Part 3: Romanness in the eyes of the people: popular culture and daily lives in the Roman Empire from 800 to 1000 CE.

Module III: The cities of the empire (1000–1200 CE)

Part 1: Cataclysm and survival: Seljuq conquest of Asia Minor and the Roman response

Part 2: New emperors with a new system: The Komnenoi and their subjects

Part 3: The Romans go urban: cities and their place in the Roman world from 1000 to 1200 CE

Module IV: The empire of cities (1200–1453 CE)

Part 1: From catastrophe to apocalypse: the Roman state's survival and reorganization from the fourth crusade until the Ottoman conquest of Constantinople (1204–1453 CE)

Part 2: Roman diaspora: how to stay Roman under foreign rule

Part 3: View from below: the resilience of Roman urban and rural communities

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Chair and History Dept. Curriculum Committee Chair

Date: October 25, 2024

**Subject: Course discontinuation of HIST 382, 486, and 487**

*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:

Please be advised that the History department would like to discontinue History 382, Social History of Twentieth-century China, History 486, Problems in the Chinese Communist Revolution, and History 487, Society and Politics in China since 1949. The department no longer has a faculty member who specializes in Chinese history and has not offered this course in some time. Our current specialist in East Asian history, Dr. Eiji Okawa, does not plan to teach 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 \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? History Department.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). N/A

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? N/A
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): N/A

**Memo for Program Changes**

To: Sylvie Murray, Dean of Arts; CACC; UEC

From: Barbara Messamore, History Department Chair and History Department Curriculum Committee Chair

Date: November 20, 2024

**Subject: Course discontinuation to the History 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): Please be advised that the History department would like to discontinue History 382, Social History of Twentieth-century China, History 486, Problems in the Chinese Communist Revolution, and History 487, Society and Politics in China since 1949. The department no longer has a faculty member who specializes in Chinese history and has not offered this course in some time. Our current specialist in East Asian history, Dr. Eiji Okawa, does not plan to teach these courses and is developing new courses which will be added to the History major as course options to meet the Asian/Latin American breadth area requirement.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? New courses are being developed to replace the discontinued courses which will give students new course options to select from.
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 change.

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.) Scheduling of the courses in the program will be adjusted accordingly.
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. No budgetary implications anticipated.

**CWC comment and response:**

- When were the discontinued courses last offered? If offered within the last five years, Pre-Check recommends including them in a calendar note so that students with credit for those courses are aware that they will apply.  
*HIST 382 and 485 both have been taught in the last 5 years – HIST 382 in winter 2022 and 486 in winter 2021. HIST 487 has not been taught in the last 5 years – last taught in winter 2018.*

# History major

## Upper-level requirements: 32 credits

Of the 32 credits, at least 12 must be at the 300 level and at least 12 must be at the 400 level.

| Course                                       | Title                                                                                  | Credits |
|----------------------------------------------|----------------------------------------------------------------------------------------|---------|
| <b>Two of: <del>(see Note)</del></b>         |                                                                                        | 8       |
| HIST 357/ LAS 357                            | From the Big Stick to the CIA: The Troubled History of Inter-American Relations        |         |
| HIST 358/ LAS 358                            | African Slavery in the Americas                                                        |         |
| HIST 359/ LAS 359                            | Problems in Latin American Regional History                                            |         |
| HIST 364                                     | Indian Social History                                                                  |         |
| <del>HIST 382</del>                          | <del>Social History of Twentieth-Century China</del>                                   |         |
| HIST 385                                     | Imperialism and Colonialism in Modern East Asia                                        |         |
| HIST 386                                     | History of East Asian Communities in North America: Migration, Denial, and Belonging   |         |
| HIST 398                                     | Topics in Asian History                                                                |         |
| HIST 457/ LAS 457                            | Sexuality and Gender in Latin America                                                  |         |
| HIST 458/ LAS 458                            | History of Indigenous Peoples in Latin America                                         |         |
| HIST 459/ LAS 459                            | Topics in Political and Social History of Latin America                                |         |
| HIST 460/ LAS 460                            | State Terror, Human Rights, and the Politics of Memory in Latin America                |         |
| HIST 464                                     | India, the Punjab and Diaspora: A Study of Migration and Community Formation in Canada |         |
| HIST 465                                     | British India                                                                          |         |
| HIST 482                                     | Under the Shogun: Social History of Early Modern Japan                                 |         |
| <del>HIST 486</del>                          | <del>Problems in the Chinese Communist Revolution</del>                                |         |
| <del>HIST 487</del>                          | <del>Society and Politics in China since 1949</del>                                    |         |
| <b>Plus:</b>                                 |                                                                                        |         |
| An additional 24 credits in upper-level HIST |                                                                                        | 24      |

~~Note: HIST 486 and HIST 487 (both discontinued) will also satisfy this requirement.~~

**Memo for Program Changes**

To: Sylvie Murray, Dean of Arts; CACC; UEC

From: Barbara Messamore, History Department Chair and History Department Curriculum Committee Chair

Date: October 22, 2024

**Subject: Addition of new course to the History major and Extended minor programs**

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): Aleksandar Jovanovic, Assistant Professor in the History department has developed a new course, HIST 118 Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum? HIST 118 offers a survey of the Ancient Near East, which is geographically, chronologically, and culturally quite distant from North American experiences, including those of the continent's autochthonous populaces. Despite this distance, HIST 118 makes active strides to offer pathways toward indigenization.
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? The only impacts will be an increased number of course options.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.

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.) Scheduling of the courses in the program will be adjusted accordingly.
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 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. No budgetary implications anticipated.

# History major

## Lower-level requirements: 18 credits

Requirements include one 100- or 200-level course in each of the following three breadth areas.

| Course                          | Title                                                                                               | Credits |
|---------------------------------|-----------------------------------------------------------------------------------------------------|---------|
| <b>One of:</b>                  |                                                                                                     | 3       |
| HIST 101                        | Canada Before Confederation                                                                         |         |
| HIST 102                        | Canada: 1867 to the Present                                                                         |         |
| HIST 103                        | Stó:lō History                                                                                      |         |
| HIST 205                        | British Columbia: Pre-Contact to the Present                                                        |         |
| HIST 221                        | The History of Quebec: Beginnings to Present Day                                                    |         |
| HIST 227                        | History of Indigenous-Newcomer Relations in Canada                                                  |         |
| HIST 241                        | History of the United States to 1865                                                                |         |
| HIST 242                        | History of the United States since 1865                                                             |         |
| <b>One of:</b>                  |                                                                                                     | 3       |
| <a href="#"><u>HIST 118</u></a> | <a href="#"><u>Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks</u></a> |         |
| HIST 119                        | Ancient Greece and Rome                                                                             |         |
| HIST 120                        | Europe 500–1600: Saints and Sinners in the Medieval World                                           |         |
| HIST 121                        | Europe 1600–1850: Kings, Philosophers, and Revolutionaries                                          |         |
| HIST 122                        | Europe Since 1850: Imperialism, Total War, and the Question of Unity                                |         |
| HIST 211                        | England from 1066–1688: An Emerging Nation-State                                                    |         |
| HIST 212                        | A History of Britain, 1688–1990: Great Power Status and Beyond                                      |         |
| <b>One of:</b>                  |                                                                                                     | 3       |
| HIST 115                        | Traditional East Asian Civilizations                                                                |         |
| HIST 116                        | Modern East Asia: From 1600 to Recent Times                                                         |         |
| HIST 161/ LAS 161               | Aztecs, Mayas, and Spaniards                                                                        |         |

|                   |                                                   |   |
|-------------------|---------------------------------------------------|---|
| HIST 162/ LAS 162 | Soccer and Song in Latin America                  |   |
| HIST 235          | Modern China: From Opium Wars to Beijing Olympics |   |
| HIST 236          | Modern Japan: Samurai, Pearl Harbour, and Anime   |   |
| HIST 264          | History of India: Akbar to Independence           |   |
| HIST 265          | India and the Indo-Pacific World                  |   |
| <b>Plus:</b>      |                                                   |   |
|                   | An additional nine lower-level HIST credits       | 9 |

## History extended minor

Lower-level requirements: 18 credits

Three 100- or 200-level credits in each of the following three breadth areas:

| Course                          | Title                                                                                               | Credits |
|---------------------------------|-----------------------------------------------------------------------------------------------------|---------|
| <b>One of:</b>                  |                                                                                                     | 3       |
| HIST 101                        | Canada Before Confederation                                                                         |         |
| HIST 102                        | Canada: 1867 to the Present                                                                         |         |
| HIST 103                        | Stó:lō History                                                                                      |         |
| HIST 205                        | British Columbia: Pre-Contact to the Present                                                        |         |
| HIST 221                        | The History of Quebec: Beginnings to Present Day                                                    |         |
| HIST 227                        | History of Indigenous-Newcomer Relations in Canada                                                  |         |
| HIST 241                        | History of the United States to 1865                                                                |         |
| HIST 242                        | History of the United States since 1865                                                             |         |
| <b>One of:</b>                  |                                                                                                     | 3       |
| <a href="#"><u>HIST 118</u></a> | <a href="#"><u>Ancient Near East: From the Pyramids of Egypt to the Democracy of the Greeks</u></a> |         |
| HIST 119                        | Ancient Greece and Rome                                                                             |         |
| HIST 120                        | Europe 500–1600: Saints and Sinners in the Medieval World                                           |         |
| HIST 121                        | Europe 1600–1850: Kings, Philosophers, and Revolutionaries                                          |         |

|                   |                                                                      |   |
|-------------------|----------------------------------------------------------------------|---|
| HIST 122          | Europe Since 1850: Imperialism, Total War, and the Question of Unity |   |
| HIST 211          | England from 1066–1688: An Emerging Nation-State                     |   |
| HIST 212          | A History of Britain, 1688–1990: Great Power Status and Beyond       |   |
| <b>One of:</b>    |                                                                      | 3 |
| HIST 115          | Traditional East Asian Civilizations                                 |   |
| HIST 116          | Modern East Asia: From 1600 to Recent Times                          |   |
| HIST 161/ LAS 161 | Aztecs, Mayas, and Spaniards                                         |   |
| HIST 162/ LAS 162 | Soccer and Song in Latin America                                     |   |
| HIST 235          | Modern China: From Opium Wars to Beijing Olympics                    |   |
| HIST 236          | Modern Japan: Samurai, Pearl Harbour, and Anime                      |   |
| HIST 264          | History of India: Akbar to Independence                              |   |
| HIST 265          | India and the Indo-Pacific World                                     |   |
| <b>Plus:</b>      |                                                                      |   |
|                   | An additional nine lower-level HIST credits                          | 9 |

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 110: Database Management**

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

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

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

2. Rationale for change:

Course outlines were overdue for revision.

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 \(ILOs\)](#):

Not applicable.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the

importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class size limit is fixed to that number. Even where sections are delivered online or hybrid, students will need to remote into the available lab to access specialized software for parts of the course. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Textbook: \$32



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------|--|--|--|--|--|--|--|--------------------|-------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | <b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Course Full Title:</b> Database Management<br><b>Course Short Title:</b> Database Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Calendar Description:</b><br>Skill development and application of introductory database concepts using Microsoft Access. Topics include designing, creating, maintaining, editing, and querying a database, and creating reports and forms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: right; padding: 2px 5px;">22.5</td> </tr> <tr> <td style="padding: 2px 5px;">Experiential (work-integrated learning)</td> <td style="text-align: right; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;"></td> <td style="text-align: right; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;"></td> <td style="text-align: right; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;"></td> <td style="text-align: right; padding: 2px 5px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: right; padding: 2px 5px;"><b>22.5</b></td> </tr> </table> |             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22.5 | Experiential (work-integrated learning) |  |  |  |  |  |  |  | <b>Total hours</b> | <b>22.5</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 22.5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>22.5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |  |  |                    |             |                                                                                               |  |

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

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

1. Design and create a database using appropriate tables, fields, and primary keys.
2. Create queries to locate, sort, and manipulate database data.
3. Maintain the database by updating and filtering records, modifying database structure, and setting validation rules.
4. Construct business-ready reports and forms.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Assignments: | 40% | Quizzes/tests: | 20% | % |
| Project:     | 40% |                | %   | % |

**Details:**

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

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

Lecture, applied practice.

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

| Type        | Author or description  | Title and publication/access details                                                            | Year    |
|-------------|------------------------|-------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Cable, S. and Monk, E. | Shelly Cashman Series 2021/365 Access - Custom Introductory, Boston, MA: Cengage Learning, Inc. | current |
| 2.          |                        |                                                                                                 |         |
| 3.          |                        |                                                                                                 |         |

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

- Design, create, and save a database table.
- Add records to the database and print.
- Create a form to view the data.
- Create and print a report.
- Use the Access Help feature.
- Create a simple query using the Select Query window.
- Use criteria to create more complex queries.
- Sort data, join tables, and perform calculations in a query.
- Find statistics in a query.
- Create crosstab queries.
- Add, change, and delete records in the database.
- Change the structure of a table.
- Search and filter records.
- Use action queries to update/delete records.
- Create and use validation rules.
- Specify referential integrity.
- Use Access tools to create reports and forms.

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 111: Office Practices and Management**

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

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

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

2. Rationale for change:

Course outlines were overdue for revision.

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 number of learning outcomes has been reduced to eliminate repetition and wording has been revised for clarity and conciseness.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class-size limit is fixed to that number, even when a course is not technology based. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Not applicable (no textbook)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------|--|--|--|--|--|--------------------|-------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 111                                                                                                                                                                                                                                                                                                                                                                                                                           |             | <b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Course Full Title:</b> Office Practices and Management<br><b>Course Short Title:</b> Office Practices & Management                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                    |             | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to standard administrative practices used in the workplace. Emphasis on the roles and responsibilities of the administrative professional in an office setting and developing strategies for workplace success.                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                |             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">22.5</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>22.5</b></td> </tr> </table> |             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22.5 | Experiential (work-integrated learning) |  |  |  |  |  | <b>Total hours</b> | <b>22.5</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 22.5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                          |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>22.5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                      |             | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |             | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |             | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                         |  |  |  |  |  |                    |             |                                                                                               |  |

**ABT 111**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Evaluate records management principles and systems.
2. Manage standard meeting processes.
3. Evaluate business systems and productivity tools.
4. Explore the standard financial practices and reporting methods used by organizations.
5. Demonstrate self-awareness and self-management skills.
6. Implement effective teamwork strategies.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Assignments: | 60% | Quizzes/tests: | 10% | % |
| Project:     | 30% |                | %   | % |

**Details:**

- Assignment 1: Skills for workplace success (20%)
- Assignment 2: Meeting management infographic (20%)
- Assignment 3: Records management (20%)

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

Lecture, group work.

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |

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

- Workplace success
- Executive functioning and non-cognitive skills
- Teamwork
- Business systems and productivity tools
- Meeting management
- Financial practices
- Records management

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 133: Word Processing**

*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:

Course outlines were overdue for revision.

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 \(ILOs\)](#):

Not applicable.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the

importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class size limit is fixed to that number. Even where sections are delivered online or hybrid, students will need to remote into the available lab to access specialized software for parts of the course. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Textbook: \$145



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--|--|--|--|--|--|--|--|--|--|--------------------|-------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 133                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             | <b>Number of Credits:</b> 4.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Course Full Title:</b> Word Processing<br><b>Course Short Title:</b> Word Processing                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Calendar Description:</b><br>Skill development and application of advanced word processing concepts using Microsoft Word software. Emphasis is on creating business documents with a high standard of professionalism and attention to detail. Integration of concepts across multiple software applications is also studied and applied.                                                                                                                                                                                        |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                 |             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">67.5</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>67.5</b></td> </tr> </table> |             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 67.5 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>67.5</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 67.5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>67.5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                         |             | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |

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

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

1. Apply advanced formatting concepts and data management techniques to business documents.
2. Demonstrate the integration of Word skills and concepts across multiple applications (e.g., with Outlook and Publisher).
3. Analyze documents for professionalism, ease of navigation, appropriate content, and visual appeal.
4. Prepare business-ready forms, reports, brochures, newsletters, and mail-merge documents.

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

|              |     |                |     |  |   |
|--------------|-----|----------------|-----|--|---|
| Assignments: | 70% | Quizzes/tests: | 10% |  | % |
| Project:     | 20% |                | %   |  | % |

**Details:**

- Assignment 1 (20%)
- Assignment 2 (20%)
- Assignment 3 (20%)
- Module submissions (5%)
- Discussion board posts (5%)

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

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

Lectures, applied practice.

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

| Type        | Author or description      | Title and publication/access details                                                       | Year    |
|-------------|----------------------------|--------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Cram, C. M., and Duffy, J. | <i>Illustrated Series 2021/365 Word Comprehensive</i> . Boston, MA: Cengage Learning, Inc. | current |
| 2.          |                            |                                                                                            |         |
| 3.          |                            |                                                                                            |         |

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

- Formatting characters and paragraphs
- Inserting and modifying images, shapes, and WordArt
- Creating and enhancing tables
- Merging documents
- Creating and managing multi-level lists
- Customizing themes; creating and managing styles
- Using track changes and comments
- Inserting and customizing Quick Parts
- Creating, modifying, and protecting forms, reports, brochures, and newsletters

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 135: Business English and Communications**

*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 number of learning outcomes has been reduced to eliminate repetition and wording has been revised for clarity and conciseness. Learning outcome #3 has been amended to include cultural sensitivity to better reflect the course content.

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

Not applicable.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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

Not applicable.

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

Not applicable (Open Access textbook only).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 135                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Business English and Communications<br><b>Course Short Title:</b> Business English & Comm                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to the principles of workplace communications. Emphasis is on the writing process, including positive, negative, and persuasive messages. Development and application of self-editing, proofreading, and peer editing skills, and analysis of communication situations. Employment documents and professional presentations will also be prepared.                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Apply the principles of planning, drafting, revising, proofreading, and editing to common business documents.
2. Write positive, negative, and persuasive messages, considering tone, style, clarity, completeness, and language mechanics.
3. Analyze audience needs and adapt messages using cultural sensitivity when considering the perspective of the organization, the employee, and the recipient.
4. Employ appropriate media in various communication situations.
5. Prepare resumes, cover letters, follow-up (thank-you) messages, and application forms.
6. Participate in a mock employment interview.
7. Deliver short oral presentations.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 35% | % | % |
| Assignments: | 65% | % | % |

**Details:**

- Assignment 1: Informational email (20%)
- Assignment 2: Congratulatory letter (25%)
- Weekly journals (5%)
- Weekly Padlet posts (15%)

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

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

Lecture, discussion, group work

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

| Type        | Author or description | Title and publication/access details                                                                                                                                                                                                 | Year    |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. OER book | Smith, J.             | <a href="https://pressbooks.senecapolytechnic.ca/buscomm/">Communication@Work</a> . Toronto, ON: eCampus Ontario.<br><a href="https://pressbooks.senecapolytechnic.ca/buscomm/">https://pressbooks.senecapolytechnic.ca/buscomm/</a> | current |
| 2.          |                       |                                                                                                                                                                                                                                      |         |
| 3.          |                       |                                                                                                                                                                                                                                      |         |

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

- Effective writing guidelines
- Language mechanics
- Drafting, revising, self-editing, peer-editing, proofreading
- Positive, negative, persuasive messages
- Memos, letters, reports, emails
- Employment communications
- Mock employment interview
- Group work and professional presentations

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 137: Spreadsheets**

*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:

Course outlines were overdue for revision.

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 for clarity and conciseness.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the

importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class size limit is fixed to that number. Even where sections are delivered online or hybrid, students will need to remote into the available lab to access specialized software for parts of the course. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Textbook: \$131



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version: 26/01/2024**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 137                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Spreadsheets<br><b>Course Short Title:</b> Spreadsheets                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Skill development and application of advanced spreadsheets concepts using Microsoft Excel software. Emphasis is on creating spreadsheets with a business focus and analyzing spreadsheet data when making business decisions.                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

ABT 137

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Apply advanced formatting concepts to workbooks and worksheets.
2. Develop Excel applications.
3. Analyze business data using a variety of Excel statistical tools.
4. Demonstrate the integration of Excel skills across applications and subject areas.

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

|              |     |                |    |   |
|--------------|-----|----------------|----|---|
| Assignments: | 50% | Quizzes/tests: | 5% | % |
| Project:     | 45% |                | %  | % |

**Details:**

- Assignment 1 (10%)
- Assignment 2 (20%)
- Assignment 3 (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, applied practice.

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

| Type        | Author or description | Title and publication/access details                                                             | Year    |
|-------------|-----------------------|--------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Carey, P.             | New Perspectives on Microsoft® Excel® 2021, Comprehensive.<br>Boston, MA: Cengage Learning, Inc. | current |
| 2.          |                       |                                                                                                  |         |
| 3.          |                       |                                                                                                  |         |

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

**Course Content and Topics**

- Create and format business-ready workbooks and worksheets
- Create charts, graphs, tables, PivotTables, and PivotCharts
- Build advanced formulas and functions
- Create and employ an Excel template
- Group, link, and protect workbooks and worksheets
- Plan and assign validation rules
- Build and run macros

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 143: Bookkeeping**

*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:

Course outlines were overdue for revision.

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 for clarity and conciseness.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of

the importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class-size limit is fixed to that number, even when a course is not technology based. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Textbook: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 143                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Bookkeeping<br><b>Course Short Title:</b> Bookkeeping                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to the basic principles, concepts, and applications of accounting. Emphasis is on the accounting cycle for a service business organized as a sole proprietorship.                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ABT 143**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Complete all the functions of the accounting cycle from transaction analysis to closing the books.
2. Analyze financial statements and the financial position of organizations.
3. Summarize the financial position of an organization including recommendations to the owner.
4. Identify key issues in business ethics and social responsibility in accounting.

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

|              |     |                |    |  |   |
|--------------|-----|----------------|----|--|---|
| Assignments: | 50% | Quizzes/tests: | 5% |  | % |
| Project:     | 45% |                | %  |  | % |

**Details:**

- Assignment 1 (15%)
- Assignment 2 (15%)
- Assignment 3 (20%)

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

Lecture, applied practice.

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

| Type        | Author or description                   | Title and publication/access details                                          | Year    |
|-------------|-----------------------------------------|-------------------------------------------------------------------------------|---------|
| 1. Textbook | Slater, J., Deschamps, M., and Good, D. | College Accounting: A Practical Approach. North York, ON: Pearson Canada Inc. | current |
| 2.          |                                         |                                                                               |         |
| 3.          |                                         |                                                                               |         |

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

- Ethics in accounting
- The balance sheet and the income statement
- Transaction analysis
- Source documents
- T-accounts
- The journal and the ledger
- The work sheet
- Adjusting and closing the books

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 160: Web-based Business Communications**

*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:

Course outlines were overdue for revision. Calendar description revised to better reflect the content of the course. The ABT 135 prerequisite was removed as it was impeding student registration; it was replaced with the prerequisite used ABT courses: Admission to the ABT program.

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 for clarity and conciseness.

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

Not applicable.

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

None.

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class-size limit is fixed to that number, even when a course is not technology based. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Not applicable (no textbook).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--|--|--|--|--|--|--|--|--------------------|-------------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 160                                                                                                                                                                                                                                                                                                                                                                                                             |             | <b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Course Full Title:</b> Web-based Business Communications                                                                                                                                                                                                                                                                                                                                                                                        |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Course Short Title:</b> Web-based Business Comm                                                                                                                                                                                                                                                                                                                                                                                                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                      |             | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Calendar Description:</b><br>Content creation for online audiences and social media from a business perspective. Evaluation of different business communication tools such as social media, websites, and print. Creation of portfolio showcasing multi-media marketing skills.                                                                                                                                                                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |             | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                      |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                |             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">22.5</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>22.5</b></td> </tr> </table> |             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22.5 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>22.5</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                    | 22.5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>22.5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                        |             | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                              |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |             | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |             | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                            |             | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |  |  |  |  |  |  |  |  |                    |             |                                                                                               |  |

**ABT 160**

**University of the Fraser Valley Official Undergraduate Course Outline**

Page 2 of 2

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

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

1. Describe principles of web design.
2. Create effective content for social media, emails, and websites.
3. Create images tailored for online marketing.
4. Evaluate different social media platforms and the appropriateness of each.
5. Evaluate marketing strategies for different business situations.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 70% | % | % |
| Portfolio:   | 30% | % | % |

**Details:**

- Proposals (30%)
- Online promotion week (15%)
- Presentation (15%)
- Online exercises (10%)
- Portfolio (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.)*

Lecture, applied practice .

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |

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

**Course Content and Topics**

- Principles of web design
- Social media platform analysis
- Image creation
- Blog posts, status updates, email
- Online marketing strategies

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Christine Nehring, ABT Program Head

Date: October 10, 2024

**Subject: Proposal for revision of ABT 187 Work Experience**

*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:

Course outlines were overdue for revision. Calendar description was revised for clarity and to add a note that students cannot take ABT 187 Work Experience for credit if they have taken ABT 188 Capstone. (ABT 188 was added to the program in 2023.) The department permission prerequisite was removed as it was impeding student registration; *Admission to the ABT program* is sufficient as a course prerequisite.

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

Learning outcome #3 has been added to include "demonstrate cultural sensitivity and awareness when working with diverse populations".

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

Not applicable.

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

None.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

As ABT is a cohort program, we strive to instill in the students an understanding of the land on which they reside, an awareness of Indigenous events and cultural practices, and a recognition of the importance of decolonization. Where possible, we build into the curriculum participation in Indigenous events being held at UFV. It is the goal of the program that all ABT graduates enter the workplace with cultural sensitivity and an awareness of Indigenous ways of knowing and being.

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

In an effort to increase equity, diversity, and inclusion, ABT has implemented a number of changes. For example, universal design is considered in all courses, recognizing the needs and abilities of different learners. Examples are providing multiple methods for meeting assessment criteria (e.g., portfolio, presentation, projects, infographics, etc.), offering flexible instructional delivery (e.g., hyflex), adopting accessibility technologies (e.g., ALLY and close captioning in and transcriptions of pre-recorded videos and Zoom sessions).

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.

Class size limit: As ABT is cohort-based, class sizes must be consistent across the program. The computer lab available has 26 workstations, so the class-size limit is fixed to that number, even when a course is not technology based. Cohort programs require additional mentoring and oversight, which is an additional consideration for faculty/student ratio.

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

Not applicable (no textbook).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2031  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ABT 187                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Work Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Work Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Applied Business Technology                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides practical office experience. Three weeks are spent undertaking a variety of administrative functions in various practicum settings.<br><br>Note: Students with credit for ABT 188 cannot take this course for further credit.                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Applied Business Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>ABT 188</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Practicum</td> <td style="width: 20%; text-align: center;">90</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>90</b></td> </tr> </table> |           | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 90 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 90        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> October 10, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ABT 187**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify the key duties of an administrative professional.
2. Demonstrate professional judgment and critical thinking.
3. Demonstrate humility and awareness when working with diverse populations.
4. Apply skills learned in the classroom to the practicum host's place of work.
5. Produce business materials as required by the practicum host.

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

|            |      |   |   |
|------------|------|---|---|
| Practicum: | 100% | % | % |
|            | %    | % | % |

**Details:**

Student will receive credit/no credit based on satisfactory report from on-site supervisor and submission of documentation required by instructor.

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

Field experience.

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |

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

Varies according to practicum placement.

**Memo for Program Changes**

To: UEC

From: Sheryl MacMath, Director, School of Education

CC: Allyson Jule, Dean, FECHD  
Monique Goerzen, Program Chair, Early Childhood Education  
Gena Hamilton, Academic Advisor, School of Education

Date:

**Subject: Program change: Early Childhood Education**

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):

As 2024 – 2025 is the program review year for Early Childhood Education (ECE) at UFV, more significant changes will be recommended at a later time. However, feedback we have received thus far indicated a number of challenges with regards to the admissions process that make the process more challenging for students. As such, we are seeking to simplify admission processes at this time to ensure that the 2025 intake year is more responsive to students. In addition, ECE has now moved into the School of Education (as opposed to the Child, Youth, and Families Department) and this should be referenced in the academic calendar as well.

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

N/A

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

These changes focus on making the admission process easier for all students, including Indigenous students. In addition, by removing the 'first come first serve' approach, we believe that all students will be treated more equitably. As these changes are to the admissions process, there is no specific focus on curriculum.

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

N/A

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

These program changes will affect admission requirements for those wanting to obtain their ECE certificate. The changes we are advocating are designed to ensure equity and inclusion are prioritized, and barriers are reduced. The following changes are included:

- Currently, admissions are on a first-come, first-served basis. This lacks consideration for equitable factors around access to technology, awareness of program, etc. We are moving to a more competitive entry that addresses these concerns.
  - All complete applications that meet the minimum criteria by a deadline of January 31<sup>st</sup> each year will be considered (date recommended by Daniel Goertz in the Office of the Registrar).
  - Those applications that are considered will be ranked in relation to their suitability to work with young children, interest in the ECE field, and program preparation (evaluated through a questionnaire and resume).
    - 10% of all seats will be dedicated to Indigenous students.
  - Successful applicants who have not registered by July 1<sup>st</sup> will have their seats given to those on the waitlist.
- The current requirements for submitting a medical form, immunization record, and attending an orientation will be removed, as these are not mandated by the Early Childhood Educators of BC Registry. These changes aim to make the admissions process more accessible, especially for incoming students who may face challenges such as time zone differences or difficulties obtaining medical and obtaining immunization records from another country. The current requirement of a letter of intent is to be removed (we will be using the resume instead as this enables a better understanding of an applicant's experience with children and prior involvement in ECE courses, including dual credit).
- We are implementing an early admission opportunity. For those who meet all requirements and submit all documents by Dec 1 will be considered for a Dec 15 early admission opportunity. This enables international students to receive confirmation of acceptance with enough time to secure their VISA (as per discussion with David McGuire in the international office).
- Finally, we are changing the requirement of prerequisites for ENGL 105 as we are removing that as a part of the program. As such, applicants will only need the required prerequisites for CMNS 125.

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

N/A

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

No additional resources are needed for these program changes. The only course we are removing as a requirement is ENG 105 which does not adequately address the requirements of the Early Childhood Educators of BC Registry. Instead, we are increasing the number of possible communication courses that could be taken. This increases possibilities for students without impacting ENGL 105 numbers in a substantial way.

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

We are seeking to remove ENG 105 as a required course for the ECE certificate. The external regulator (Early Childhood Educators of BC Registry, of the Ministry of Education and Childcare) requires a course in Interpersonal Communication Skills for working with Community and Family. ENGL 105, with its focus on academic communication, does not address this need. As a result, as part of the program, students will need to complete HSER 120, CMNS 125, 140, or 180 as part of the program.

This reduces the cost of the program as students are only required to complete 46.5 credits as opposed to 49.5 credits.

Please look to Appendices A and B for email exchanges regarding these changes with the Dean of the College of Arts and the Director of the School of Social Work and Human Services respectively.

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

N/A



## MEMO

**To:** UEC, Campus Wide Consultation  
**From:** Sheryl MacMath, Director, School of Education  
**Date:** 2025-01-23  
**Re:** Response to CWC on ECE Major Revisions Fall 2024

Please see the School's response to the comments made by the pre-UEC screening committee shared on Nov 26, 2024 below.

### General comments

- Early admission: Having two application dates may be confusing and difficult to administer. How will the School of Education ensure that the admission criteria are applied equitably in each review period?
  - We met with staff from both admissions and international and they recommended a rolling review with an early admissions date opportunity. They felt this would be the best way to ensure timely response to applications, especially international students that are on a tight timeline for acceptance. We have assigned specific staff and faculty to regularly review applications to maintain consistency and equitable review.
- Indigenous students: The proposal indicates that "10% of all seats will be dedicated to Indigenous students". The calendar entry should include details on how the seats are dedicated and what criteria will be used to evaluate Indigenous applicants. The UFV SEM plan calls for dedicated seats in "programs identified Indigenous communities as important to their goals". Please provide evidence of your collaboration.
  - 10% of all seats are dedicated to Indigenous students is not new for the School of Education. According to the BC Aboriginal Childcare Society, "There is a need for more Indigenous ECE professionals in early learning environments so children can experience access to programs with an Indigenous perspective that also support families and communities" (<https://www.acc-society.bc.ca/education-training-3/become-an-ece/>). We are currently working on implementing changes as part of our program review based on feedback from our ECE Advisory Board, which includes Indigenous ECE community members Jenn Carmen and Zelda Williams, to ensure there is consistent Indigenization and decolonization of all courses. This includes a revised Mission statement, and professional development for all ECE faculty and sessionals (e.g., Stó:lō Governance with Peggy Janicki in Feb 2025, Métis history, culture, and protocol training with the Métis Nation of BC in March

2025; Halq'eméylem introductory lessons with Leanne Joe in October 2024, etc.).

- English and Communications: The proposal indicates that ENGL 105 is being dropped as it does not meet the requirements of the Early Childhood Educators of BC Registry. Further, it is proposed to add 3 course options in addition to CMNS 125. It would be helpful to have the reference document from the Early Childhood Educators cited and an indication that the regulator has agreed that these revised course options will qualify.
  - To provide an ECE certificate program, we need to demonstrate that we cover the ECE competencies within our program ([https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/ece/bc\\_occupational\\_competencies.pdf](https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/ece/bc_occupational_competencies.pdf)). To demonstrate this, we go through yearly submission of our “Program Profile” to demonstrate that we have courses that provide a minimum of: (a) 90hrs on child growth and development; (b) 312hrs on Program Development, Curriculum and Foundations; (c) 45hrs on Interpersonal Skills for working with Community and Families; (d) 30hrs on health, safety, and nutrition; and (e) 425hrs on practicum.
  - When we investigated we learned that HSER 120, CMNS 125, CMNS 140, and CMNS 180 would address the 45hrs on interpersonal skills for community and family, but ENGL 105 would not.
- The memo indicates that there are no budgetary implications, but the total number of required credits is being reduced. Please provide a dean’s budget memo to accompany this proposal.
  - The total number of credits in FECHD is not being reduced, as such, there is no budget memo from the Dean of FECHD. However, as we are removing ENGL 105, we did reach out to Sylvie Murray in the College of Arts. Given the small number of ECE students taking ENGL 105 students compared to the total number overall, Sylvie responded that there were no negative implications. That email thread was included in the original memo regarding these changes.

#### Admission requirements

It is recognized that the proposal includes requests that improve the application process and reduce some of the documents required. The proposal states that “The changes we are advocating are designed to ensure equity and inclusion are prioritized, and barriers are reduced.” However, measures to ensure equity are not evident in the revised admission requirements and procedures. How are you ensuring applicants from equity-seeking groups are provided the opportunity to be successful in the application process?

- By removing the need for immunization or medical records, we are minimizing obstacles for applicants from immigrant families.

- By removing the prerequisites for ENGL 105 and adding HSER 120 and CMNS 140 as options to meet the 45hrs on interpersonal skills for community and family requirement, we are opening up accessibility beyond ENG 12 to include all areas that would enable provincial level English requirements (including EFP 12 and COMM 12). This enables students who participated in non-academic focused high school programs to apply.
- Finally, by having the admissions process competitive rather than first-come, first-serve, we are able to evaluate applicants on their program preparation. Similar to the BEd admissions, applicants with lived experience as a member of an equity seeking group will be ranked higher on the rubric.

The following comments refer to the “Entrance Requirements” section:

- #1, “Suitability to work with children”: How will this be measured and scored, and how is the planned scoring system supported by the literature in this area?
  - We utilize a rubric to assess applicants based on their resume and their answers to the questionnaire. We specifically looked at care for children, knowledge of the developmental levels of children, their valuing of play, and their valuing of inclusion. These relate directly to the Early Learning Framework that guides ECE programs in BC ([https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early\\_learning\\_framework.pdf](https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early_learning_framework.pdf) ) and the ECE competencies linked above.
- #2, “Interest in the early childhood education field”: How will this be measured and scored, and how is the planned scoring system supported by the literature in this area?
  - This relates to our rubric which gathers information from the questionnaire and resume and relates to the amount of time that they have spent working with young children prior to applying, as well as their experiences with young children with diverse learning needs. There is currently a lack of research around the predictability of time with young children in relation to success at the end of an ECE program (we hope to be able to do research in this area over the next few years to begin this work); however, for the time being we are viewing interest in working with young children being measured in relation to the time the choose to spend with young children prior to applying.
- #3, Prerequisites for CMNS 125: This is effectively English Studies 12 with a C+. As you are proposing removing CMNS 125 as a required course, this can be dropped, or included in the high school entrance requirement or substituted with a statement that students must meet the ELP requirement. The Admissions Office can help with this wording.
  - Given that it is one option that is possible, we want to make sure that students who choose to take CMNS 125 are still able to do so; however, we would welcome support from the Admissions Office on how best to word that.

- #4, Option 1: The description of entrance from secondary school will be simplified, consistent with UFV practice.
  - **Fine.**
- #4, Option 2: What is the rationale for requiring a 2.33 CGPA for students applying with post-secondary credits? Is there evidence that students with between a 2.00 and 2.32 are unsuccessful in this certificate?
  - The requirement for a 2.33 CGPA for students applying with post-secondary credits is based on the need for students in the ECE Certificate to maintain both a semester and cumulative GPA of at least 2.33 for program continuance. Students entering the program with a GPA below 2.33 who do not achieve the required cumulative GPA within their first semester are placed on program warning for one semester. If they do not meet the required GPA by the end of their second semester, they may need to withdraw from the program. Setting this standard supports students in staying on track for program continuance at the beginning of the program.

#### Practicum

Please explain why placement in a practicum is not guaranteed. As the ECE program requires two practicums for completion it is not clear why this statement is included here.

- Placement in practicum is not guaranteed as students must demonstrate behaviour consistent with the ECEBC Code of Ethics prior to being accepted into practicum. We plan to move this note to the practicum section of our upcoming F26 revisions of the ECE Certificate.

#### Program continuance

While not changed in the proposal, the current continuance is a CGPA of 2.33 without context. If you plan on continuing with this, please provide a rationale for why it is higher than the usual UFV CGPA of 2.00 for completion.

- It was recommended to use 2.33 by the Advisor for program continuance to be aligned with the BA CYC Option 2 entrance requirements as one of our potential laddering opportunities.

## Early Childhood Education certificate

UFV offers a certificate program ~~at both the Abbotsford and Chilliwack campuses~~ leading to registration in British Columbia (B.C.) as early childhood educators.

The certificate program includes basic courses in interpersonal ~~relations~~communications, child growth and development, working with children, and the early ~~childhood learning curriculum~~framework.

Before taking practicum, students will need a completed criminal record check; see more details under the Criminal Record Check section below. The Field Experience Coordinator will need to receive proof of this completed check within the first two weeks of the program. ~~They~~Students may also be required to ~~obtain~~share additional ~~an~~ immunization record ~~TB clearance and Rubella clearance~~ (as per Community Care Facilities Licensing Legislation).

After completing this program, graduates can be licensed as early childhood educators by the Provincial Licensing Board, with an additional 500 hours of supervised work ~~and a first aid certificate.~~

Following completion of the certificate, students who wish to continue their studies can continue into ~~the ECE~~early childhood education (ECE) diploma programs specializing in special needs and/or infancy; or work towards a career in child and youth care or teacher education.

## Entrance requirements

1. Suitability to work with young children. This is demonstrated through submission of program preparation documents (see the Other entrance requirements section below).
2. ~~B.C. secondary school graduation or equivalent~~Interest in the early childhood education field. This is demonstrated through submission of program preparation documents (see the Other entrance requirements section below).
3. Prerequisites for ENGL 105: CMNS 125.
4. One of the following two options:

Option 1: Secondary School (for students with secondary school graduation only)  
Secondary school applicants may be considered for admission for the ECE  
certificate if they have completed B.C. secondary school graduation or  
equivalent. See the Admissions Equivalents to B.C. graduation section of the  
Calendar for more information on equivalents to B.C. secondary school  
graduation. Students who have completed the International Baccalaureate  
diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the  
General Educational Development (GED) certificate may be considered to

have the equivalent of B.C. secondary school graduation for admission purposes.

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

Post-secondary applicants may be considered for admission for the ECE Certificate if they have successfully completed at least nine university-level credits with a minimum cumulative GPA of 2.33.

Note: Admission to the program does not guarantee placement in a practicum. Please see the Practicum regulations section below.

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

Note: Non-graduates who may require academic preparation are encouraged to contact the Upgrading and University Preparation department (UUP) for assessment and advice before applying to post-secondary programs.

## Other entrance requirements

**Program preparation:** All applicants who meet the minimum requirements need to demonstrate suitability to work with young children and their interest in the field of early childhood education. To demonstrate this, applicants will *complete a questionnaire and submit their resume*. While all experience with children is valuable, experience with children five and under, especially in a leadership or supervisory capacity is highly valued. Applicants are encouraged to highlight additional certifications, talents, languages, and skills. Courses (whether in secondary, post secondary, or other) in relation to First Nations studies, Indigenous Peoples' knowledge, social justice, inclusive education, or equity issues are also important to note.

## **When to apply**

Applications are accepted for entrance to the Fall semester only. For application deadlines, see [Specific intake application process](#). Applicants must submit completed applications, including documentation, by January 31 to be considered for the September admission of the same year. Applications received after January 31 may be considered, but only if space is available.

## **How to apply**

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

### Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all secondary and post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
  - [ECE admission questionnaire](#) (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).
  - [A brief resume outlining related work or volunteer experiences with children, special skills, certifications, etc. See How to Apply for more details.](#)
  - [Letter of intent \(250 words\) articulating applicants' strengths, interest in the ECE field, how they have prepared, and why they feel suited to work with young children\).](#)
  - [Evidence of having met the Prerequisites for CMNS 125ENGL 105.](#) (If the prerequisite is being met through a college or university course, an official transcript is required.)
  - [Medical endorsement form.](#)
  - [Immunization record.](#)
2. After complete applications are received and reviewed, the Office of the Registrar will forward them to the [Child, Youth, and Family Studies department](#) ~~School of Education.~~ [The department will notify applicants of an orientation session that they must attend. If applicants do not attend, they must make arrangements with the department to be eligible for admission to the program.](#)
  3. [Upon admission to the program, applicants will be provided](#) ~~Applicants will be advised of an admission decision and, if accepted, will be provided~~ with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees. If applicants do not register for courses [by July 1<sup>st</sup> and pay course deposits,](#) their place will be given to the next person on the program waiting list and they must reapply to the program.

### Basis for admission decision

The Admissions Committee will ~~consider review~~ each [completed](#) application [received by January 31.](#)

Each applicant must meet all the academic requirements. [Applicants are also evaluated based upon the two additional admission criteria as outlined in Program Preparation under the "Other entrance requirements" section. Admission to the ECE certificate is on a competitive basis. Meeting the minimum requirements does not guarantee admission.](#)

[The overall, summative score determines who will be admitted to the ECE certificate. A waitlist will also be generated for each intake.](#)

[Early admission decisions will be made Dec 15 every year. To qualify for early admission, all required documents must have been received prior to Dec 1. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.](#)

~~Admission decisions will be made in April and notifications sent out in early May. minimum requirements does not guarantee admission.~~

## Criminal record check

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal record check. This is a requirement before students can participate in any practicum placements or observations in the field. The ECE Field Experience Coordinator will contact students by email to initiate this process.

## Fees and additional costs

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

Books and additional supplies cost approximately \$1500 per ~~semester~~course. In addition to tuition and required books, other expenses include criminal record checks and travel to and from field sites. Students must also have their own means of transportation. Up to half of their program time will be spent working in early childhood centres in the community. UFV takes no responsibility for students' transportation to field sites.

For information on loans, bursaries, and work-study options, students are encouraged to contact the [Financial Aid and Awards](#) office.

## Dates and location

~~The program is offered over four semesters, and is run in Chilliwack and Abbotsford in alternate years. Contact [advising@ufv.ca](mailto:advising@ufv.ca) for more information. See the School of Education ECE certificate webpage for information on locations.~~

Non-ECE requirements (e.g., CMNS 125) can be completed at any campus these courses are offered.

## Program outline

Non-ECE requirements: ~~6-3~~ credits

| Course              | Title                                                            | Credits      |
|---------------------|------------------------------------------------------------------|--------------|
| HSER 120            | Interpersonal Communications for Human Services                  | 3            |
| <del>ENGL 105</del> | <del>Academic Writing</del>                                      | <del>3</del> |
| <b>or</b> CMNS 125  | Communicating Professionally to Academic and Workplace Audiences | <u>3</u>     |
| <b>or</b> CMNS 140  | <u>Interpersonal skills for the workplace</u>                    | 3            |
| <b>or</b> CMNS 180  | <u>Introduction to interpersonal communication</u>               | 3            |

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Brianna Strumm, BSW Program Committee Chair, SWHS

Date: September 13, 2024

**Subject: SOWK 300 Official Course Outline Update**

*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 to be reviewed in 2014 and is long overdue for an update.
- The calendar description was updated and shortened to more accurately reflect the overview of the course.
- The prerequisites were changed to include the Foundational MSW Program.
- The learning outcomes were updated and condensed to more accurately reflect current terminology and trends when working alongside individuals in social work.

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 \(ILOs\)](#): Working with Individuals is at the core of what social workers do, and this course addresses many of the ILOs including supporting learners' ability to: communicate well, engage in reflection on action, engage with Indigenous knowledge, advocate for EDI, and apply new knowledge and competencies effectively.

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

5. Which program areas have been consulted about the change(s)? The School of Social Work and Human Services
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
  
This course includes engaging with cultural humility, reflective practice, and working alongside Indigenous peoples. It also includes working alongside individuals using both Indigenous and anti-oppressive social work perspectives.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are provided with the opportunity to explore a variety of approaches and techniques when working with diverse individuals. The reflective and skill-based assignments encourage students' individual exploration and expression when working alongside diverse individuals.
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: \$60



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Work Practice with Individuals                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> SW Practice with Individuals                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to social work knowledge, values, and skills related to direct practice with individuals. Includes a focus on reflective practice and the five stages of the helping relationship: intake, assessment, planning, intervention, and evaluation/termination.                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Admission to the Bachelor of Social Work or Foundational Master of Social Work program.                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 13, 2024                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> October 18, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOWK 300**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Engage in reflective practice that acknowledges how worldviews and communication styles influence the helping relationship.
2. Balance competing values, differing perspectives, and ethical dilemmas in advocating for the rights and interests of clients.
3. Apply interview skills in intake and assessment processes.
4. Apply social work theories and models to practice with individuals.
5. Plan interventions that facilitate positive change, embrace client strengths, and promote goal-driven activities.
6. Prepare for ongoing evaluation and termination of the helping relationship.
7. Integrate advocacy, referrals, and brokering resources within the helping relationship.
8. Demonstrate cultural humility with Indigenous peoples and clients who experience oppression and marginalization.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

10%: Participation (attendance and classroom engagement) and reflective practice (analysis of self)

90%: Three practice interviews and process recordings (analysis of skills within the helping relationship, including intake, assessment, interventional planning, evaluation, and termination)

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

The course will be conducted in lecture/discussion style with exposure to guest speakers, videos, class discussion, and small group activities as indicated.

**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 | Shaefor, B.W., & Horejsi, C.R. | <i>Techniques and guidelines for social work practice</i> | current |
| 2.          |                                |                                                           |         |
| 3.          |                                |                                                           |         |
| 4.          |                                |                                                           |         |
| 5.          |                                |                                                           |         |

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

1. Developing reflective practice
2. Foundational knowledge of theories and ethics in direct practice
3. The building blocks of social work direct practice: communications skills and techniques
4. Planned change process
5. Intake, rapport building, and engagement
6. Data collection and assessment
7. Documentation and clinical impressions
8. Planning and contracting
9. Intervention and monitoring
10. Evaluation, termination, and closure
11. Cultural humility, Indigenous perspectives, and anti-oppressive practice
12. Ethical dilemmas
13. Risk assessment

**Memo for Course Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Brianna Strumm, Chair, BSW Program Committee Chair, SWHS

**Date:** September 13, 2024

**Subject:** Revised Official Course Outline for SOWK 312: Legal Knowledge for Social Work Practice

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

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

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

**2. Rationale for change:**

- First introduced in 2000, SOWK 312 was last updated in 2011, was due for an update in 2016, and is long overdue for review
- The revised calendar description is more concise and removes areas of law that are no longer taught in this introductory survey course
- The prerequisites have been revised to ensure there is space for BSW and Foundations MSW students (students in other programs may still apply to the School for a waiver)
- The number of learning outcomes has been reduced to eliminate repetition, while the wording has been revised to improve conciseness
- A learning outcome has been added to include “knowledge of Indigenous law and its application”
- The required textbook has been changed. The previously used text is no longer in print and did not address Indigenous law. Other resources have been removed because they are no longer required.

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 \(ILOs\)](#):**
  - An outcome to “demonstrate knowledge of Indigenous law and its application” was added, which aligns with the “engage with Indigenous knowledge systems” ILO.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**
  - No. Prior to the introduction of CYC 280 in 2017, BACYC students enrolled in the child welfare specialization were required to take SOWK 312. They no longer take SOWK 312 because they take CYC 280 instead.
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 includes content related to Indigenous law and its application in the social work field. It also addresses the fact that Canada's system of laws is founded on colonial legal systems imported from Great Britain and France.
7. **How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?**
  - This course includes a variety of assessment methods (exams, experiential learning, and written assignments)
  - This course includes legal content reflecting the breadth of social work practice, including legislation related to Indigenous peoples, families, children, older adults, youth, victims of violence, and human rights. These areas of law reflect the diversity of clients with whom social workers engage in the field. Human Rights curriculum in particular addresses legal issues faced by those who experience discrimination based on protected grounds (e.g., race, gender, sexual orientation, sexual identity and expression, etc.)
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:** \$65.00 (digital textbook) to \$86.00 (print textbook), plus tax.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> SOWK 312                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Legal Knowledge for Social Work Practice                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Legal Knowledge for SW Pract                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department/School:</b> Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Critically examines laws relevant to social work practice, including human rights, Indigenous law, family law, child protection, consent and capacity, mental health, social work records, victims of violence, and youth criminal justice. Also introduces the Canadian legal system, constitutional division of powers, the structure of the courts, and legal procedures.                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Social Work or Foundational Master of Social Work program.<br>Note: Students in other programs with a minimum of 45 university-level credits may apply to the School of Social Work and Human Services for a prerequisite waiver.                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>32</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 13, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 18, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> January 31, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOWK 312**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Educate service users on their legal rights and responsibilities.
2. Advocate on behalf of service users in navigating the legal system.
3. Describe the Canadian legal system and legal procedures.
4. Articulate key legal principles, including the role of law in Canadian society.
5. Apply legislation, including legal procedure, to social work practice situations.
6. Demonstrate knowledge of Indigenous law and its application.
7. Critically analyze the Canadian legal system as an extension of colonialism.

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

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

**Details:**

Assignments: court report (25%), case study (25%)

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

The course will be conducted in interactive lecture style with the use of PowerPoint slides, online materials, and the occasional video and guest speaker.

**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        | Mikelberg, D.                              | <i>Law and legislation for social service workers</i> | current |
| 2. Online resource | British Columbia College of Social Workers | <i>Code of ethics and standards of practice</i>       | 2009    |
| 3. Online resource | British Columbia                           | <i>Statutes and regulations</i>                       | current |
| 4. Online resource | Canada                                     | <i>Consolidated acts</i>                              | current |
| 5.                 |                                            |                                                       |         |

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

1. Introduction to law for social work practice
2. Human rights law
3. Indigenous law
4. Family law
5. Child protection
6. The law of consent and capacity in health care
7. Serious mental illness and the law
8. Youth in the criminal justice system
9. Criminal and civil law for victims of violence
10. Social work record and legal liability

**Memo for Program Changes**

To: Chair, Undergraduate Education Committee

From: Curtis Magnuson, Director SWHS & Brianna Strumm, BSW Program Committee Chair SWHS

Date: September 13, 2024

**Subject: Program change (Bachelor of Social Work)**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: BSW Academic Calendar Copy Changes. No major program changes were included in this update. Some of the information presented was out-of-date, inaccurate, and required clarification and re-organization. We also removed some text.

2. Rationale for change(s):

BSW Child Welfare pages key changes:

- Removed semester by semester breakdown of classes because we offer courses in a variety of terms. This plan is outdated and confuses students. We also removed the 100 & 200 level courses as students require these courses to be admitted to the program. Students would have already completed these courses when beginning the program so it's redundant to include them.
- A Delegated Aboriginal Agency (DAA) is an out-of-date term. The term the government now uses is Indigenous Child and Family Service Agency when referring to delegated agencies that work with Indigenous communities and families.

BSW pages key changes:

- Updated terminology when describing our program and our goals, as well as updated our accreditation dates.
- Under "entrance requirements", described with additional specificity who the two letters of reference should be from. Also, we succinctly combined the electives requirement, so it reads clearer for students.
- Under "practicum regulations", we updated the requirements regarding criminal record checks and clarified the requirements that some practicum sites now have.
- Removed a significant portion of "graduation requirements" as they are same as program requirements. This is redundant.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

**CWC comments and responses**

- The UFV SEM Plan asks us to “identify and remove non-academic barriers that may prevent acceptance . . .” including “Review admission requirements for equity and access consistency”. What is the “educational equity statement” and how does it remove barriers to admission for equity seeking groups?

*Students who self-identify as members of equity seeking groups in their application receive additional points towards admission.*

- There has been an on-going concern that the list of accepted “general and discretionary electives” are maintained on the department website only, as these can be updated at any time without consultation or approval. Since students will typically take at least two years to complete these 60 credits, what happens if the list is updated and excludes something they have already taken or are in progress with? Pre-Check recognizes that it may be an onerous task to include this information in the academic calendar, but as part of the entrance requirements it should be included. (This could be on a separate calendar page if there is a concern that the list is too large to include on the main BSW page.) Other times this concern has been raised:
  - [April 24, 2009 UPAC minutes](#) (pages 1-2)
  - [Aug. 29, 2019 UEC agenda package](#) (page 82)

*The School works closely with Academic Advising and students to ensure they meet the elective requirements. As mentioned above, as courses get updated and changed across the institution, we require the ability to update our information as changes occur.*

- Child Welfare specialization: could this be further simplified to only include the specific required courses? Based on comparison with the BSW program outline, this appears to be SOWK 394, 412, 483, 491, and (496 or 497).

*In the interest of ensuring students meet all the requirements for their degree, all courses will remain listed to avoid any confusion.*

## Bachelor of Social Work degree

The UFV Bachelor of Social Work program prepares ~~social workers~~ students for professional social work practice, ~~reflecting grounded in~~ principles of social justice, inclusion, equality ~~equity~~, and respect for diversity. The BSW program is accredited by the Canadian Association for Social Work Education (2023-2031). BSW graduates ~~meet UFV institutional learning outcomes and~~ are eligible ~~equipped~~ to apply ~~write~~ the licensure exam required for registration with the British Columbia College of Social Workers (RSW).

In response to the Truth and Reconciliation Commission of Canada's recommendations Calls to Action, the School's goals include respecting for the self-determination ~~for of~~ Indigenous peoples and a commitment to working in partnership with local Indigenous communities. We are also committed to ensuring social work students are educated on the history of colonization and the intergenerational impacts of residential schools.

Social work education is an critical-analytical process that respects diverse sources and forms of knowledge while encouraging critical self-reflection ~~dissent~~. UFV Social Work faculty are committed to scholarship, including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed. Program content addresses ~~examines~~ the structural intersecting forms of oppression ~~barriers~~ that prevent ~~impact~~ people ~~marginalized populations as well as~~ the essential interpersonal skills required for social work practice. from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression, G ~~graduates will have~~ possess the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in diverse and cross-cultural environments ~~a range of practice areas~~. These include, but are not limited to, addictions and recovery, child and family welfare, corrections, health care, immigration and settlement, sexual and gender diversity, mental health, women's empowerment, and services for people with disabilities. The program contributes to the knowledge base of social work through partnerships with professional and local communities.

~~All individuals, families, groups, and communities are entitled to be treated with respect, justice, and without discrimination. Faculty seek to provide equitable educational opportunities and participation of those groups experiencing systemic oppression. UFV values its community base and seeks to promote social change.~~

~~Graduates will be prepared to work with individuals, families, groups, and communities in a variety of settings, funded by both government and non-government sources, including, but not limited to: child welfare, programs and services for women, immigration and cross-cultural services, family and community services, health care, mental health, corrections, addictions, services for the elderly, unemployment and income security programs, Indigenous settings, and services and programs for people with disabilities and special needs.~~

## Entrance requirements

1. 60 general university-level credits by May 1 of the year of application, including the following:
  - Six credits from SOWK 110 and SOWK 210
  - Three credits in English composition: CMNS 125 or ENGL 105

- Three credits of English literature: ENGL 108–170
- Three credits of human development: SOWK 225 or PSYC 250
- ~~Three credits of courses-coursework with Indigenous or First Nations content (chosen from the a approved list (available on the BSW application page) or an equivalent course deemed transferable from another institution.~~
- 42 General elective credits (up to 12 can be discretionary elective credits). A current list of accepted general and discretionary credit courses is available at [ufv.ca/swhs/how-to-apply](http://ufv.ca/swhs/how-to-apply) in the BSW Program planning section. There are different types of electives so please pay special attention to what counts as a general elective and what counts as a discretionary elective in the BSW application.
- ~~30 additional General credits (see Note)~~
- ~~12 Discretionary elective credits (see Note)~~

Note: Current lists of accepted General and Discretionary courses are available at [ufv.ca/swhs/how-to-apply](http://ufv.ca/swhs/how-to-apply) in the BSW Program planning section.

2. ~~Overall Cumulative~~ GPA of 2.67 ~~for based -on~~ the 60 credits applied towards their BSW application.-
3. A minimum of 200 hours of paid or volunteer experience in the field of human services ~~field~~ supervised by social workers or other professionals. This ~~can may~~ include hours completed as part of UFV Human Services in practicum courses.-
4. ~~Program and personal~~ Professional suitability as determined through ~~by completion of a personal statement.~~ Professional readiness and suitability, determined by answering a series of questions that assess applicants' interest, prior experience, commitment to social work values and ethics, and the importance of social justice, equity, diversity, and inclusion (EDI).
5. Two letters of reference on forms provided by the School of Social Work and Human Services. One letter must be from someone who taught the applicant in a course they completed and can speak directly to address the student's the applicant's most recent academic experience or and potential. ~~The second letter, and one~~ must be from a recent supervisor of the applicant in the field of social work ~~and/or~~ human services ~~that who demonstrates can speak directly to~~ the applicant's skills and abilities.
6. All applicants must be aware of, willing, and able to uphold the Social Work Code of Ethics and Standards of Practice. ~~All communications with UFV School of Social Work can be considered part of the admissions process. Admission may be denied to applicants who communicate, or act, in an unprofessional or disrespectful manner. Please see Policy 204 for more information.~~ All communications with the School of Social Work and Human Services are considered in the admissions process and should follow both the Social Work Code of Ethics and Standards of Practice and UFV's Safe Student Learning Community policy (204).

Note: ~~An interview to determine program and personal professional suitability may be required. A meeting with the applicant may be required if additional information is unclear or missing from the submitted application package.~~

~~Students who do not meet these requirements might consider Qualifying Studies.~~

## When to apply

Applications are accepted for entrance to the Fall semester only. The application deadline is January 31. Only completed applications will be reviewed. See our ~~Specific intake application process~~ specific intake application process for more information.

## How to apply

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

### ~~Additional~~ **D**ocuments required for a complete application:

~~A~~ Completed UFV online application. Even if the applicant is a current UFV student, the BSW Program requires a new UFV application.

~~O~~ Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing ~~grade/course achievement~~ final grades. ~~All o~~ To be considered official; transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

~~A SWHS-BSW Additional Application Information form~~ Application Package. This form ~~( includes the~~ applicant's work/volunteer experience, educational equity statement, and personal statement: [ufv.ca/swhs/application-information-forms/](https://ufv.ca/swhs/application-information-forms/)).

~~A personal statement (typed, double-spaced, 800–1,000 words in length) to assess an applicant's professional suitability for social work.~~

Two ~~letters of~~ reference forms as described in the entrance requirements.

~~All additional documents must be completed and submitted to OReg by January 31. These documents are available at [ufv.ca/swhs](https://ufv.ca/swhs).~~

~~Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees.~~

## Basis for admission decision

Admission to the BSW is ~~on a~~ competitive ~~basis~~. Meeting the minimum requirements does not guarantee admission. Complete applications will be evaluated ~~based on~~ the following ~~areas~~ components as described in the entrance requirements:

1. Academic GPA.
2. Work and/or volunteer experience in the field of human services ~~field~~.
3. ~~Letters of r~~Reference forms.
4. Personal statement.
5. Educational ~~Equity~~equity statement (optional).

#### ~~Criminal record check~~

~~Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal record check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is students' responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on this process is provided by the School of Social Work & Human Services.~~

~~A criminal record check clearance letter issued through the Ministry of Justice is required prior to registering for the field placement.~~

#### Program duration

The BSW program is designed as a full-time academic program ~~that is to be~~ completed over two years. ~~However, s~~Students who wish to take are not able to complete the program over the two years must on a part time basis should notify the s~~chool at their earliest opportunity.~~ However, the School recognizes that some students choose to take the program on a part-time basis. All students must create a program plan with Academic Advising and notify the School's Field Education team for practicum planning purposes whether they are taking the program full-time or part-time.

#### Program outline

| Course         | Title                                      | Credits |
|----------------|--------------------------------------------|---------|
| SOWK 300       | Social Work Practice with Individuals      | 3       |
| SOWK 311       | Social Work Theory and Ethics              | 3       |
| SOWK 312       | Legal Knowledge for Social Work Practice   | 3       |
| SOWK 320       | Anti-Racist and Cross-Cultural Social Work | 3       |
| SOWK 330       | BSW Practicum I                            | 6       |
| SOWK 380       | Social Work and Community Development      | 3       |
| SOWK 392       | Indigenous Social Work                     | 3       |
| SOWK 404       | Research Methods and Evaluation            | 3       |
| SOWK 410       | Social Policy Analysis                     | 3       |
| SOWK 430       | BSW Practicum II                           | 9       |
| <b>One of:</b> |                                            | 3       |
| SOWK 301       | Social Work Practice with Groups           |         |

|                                   |                                                     |    |
|-----------------------------------|-----------------------------------------------------|----|
| SOWK 483                          | Social Work Practice with Families (see Note)       |    |
| <b>Four of:</b>                   |                                                     | 12 |
| SOWK 302                          | Interdisciplinary Collaborative Practice            |    |
| SOWK 394                          | Substance Misuse Issues                             |    |
| SOWK 412                          | Legal Skills for Social Work Practice               |    |
| SOWK 450                          | Social Work in Health Care                          |    |
| SOWK 460                          | Special Topics in Social Work                       |    |
| SOWK 490                          | Gerontological Social Work                          |    |
| SOWK 491                          | Indigenous Perspectives on Child and Family Welfare |    |
| SOWK 493                          | Feminist Social Work                                |    |
| SOWK 496                          | Social Work and Critical Approaches to Disability   |    |
| SOWK 497                          | Social Work in Mental Health                        |    |
| <b>Plus:</b>                      |                                                     | 6  |
| Two upper-level General electives |                                                     |    |

Note 1: [A current list of General elective courses is available at ufv.ca/swhs/how-to-apply in the Additional Documents section.](http://ufv.ca/swhs/how-to-apply)

Note 2: [SOWK 394, SOWK 412, SOWK 483, SOWK 491, and one of SOWK 496 or SOWK 497](#) ~~is a~~ are requirements of the BSW Child Welfare specialization.

## Practicum regulations

~~All students are~~ Accreditation standards ~~required~~ students to complete two field placements in the BSW program. ~~Acceptance into the BSW program does not guarantee students a field placement.~~ Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not ~~ordinarily~~ be permitted to register in the field placement.

~~Before being placed in a practicum, the School of Social Work and Human Services requires confirmation that students can work with children and vulnerable adults. The School is registered with the Criminal Records Review Program's online, applicant-based criminal record check service. Upon admission to the BSW program, students will be provided with information required to request a criminal record check through the BC Government's Criminal Records Review Program. Each student is required to pay for and complete this process. The link, access code, and directions will be provided. Under the Criminal Records Review Act, a record check completed through the Criminal Records Review Program (CRRP) is required for post-secondary students working with children and vulnerable people as part of a practicum. Students are responsible for completing and paying for this process; the School of Social Work and Human Services will provide details.~~

To register for the field placement, the following criteria and requirements must be met:

- Completion of prerequisites/co-requisites with a grade of C or better
- Registration in co-requisites
- Submission of the BSW Field ~~Application~~ Request ~~f~~Form

- Submission of a résumé and cover letter in the required format
- Interview with the Field Education Coordinator
- ~~Completion of the Field Practice Guidelines Acknowledgment Form~~
- Criminal record check clearance letter issued by the Criminal Records Review Program ~~(CRRP)~~  
(please do not submit until requested)
- BSW program GPA of 2.67

To complete their practicum sStudents must be available weekdays, during regular office hours. For:

SOWK 330, this is typically three days a week for a total of 21 hours per week (315 hours).

and for SOWK 430, this -is typically four days a week for a total of 28 hours per week (420 hours).

Note: The School is not ordinarily able to facilitate evening or weekend placements. However, we recognize that some placements do require evening and weekend work. Student schedule and availability needs to be discussed with the Field Education Coordinator during the field interview process. Students need to plan accordingly.

Note: ~~It may be necessary for students to delay practicum to a later semester if they want to be placed in a specific area such as health care. Students need to be aware that practicum placements in specific areas, including health care, have limited availability.~~

Certain placement sites may require the submission of an up-to-date immunization record and other documentation. It is the responsibility of students to provide these records and to obtain any required boosters or additional immunizations. Agencies may not provide placements to students who do not submit proof of immunization records and other required documentation. Some placement sites, such as the Ministry of Children and Family Development (MCFD) and Health Authorities, will only consider SOWK 430 students who are in the final semester of the BSW program. Finally, Health Authority placements require the completion of an extensive orientation process, and any costs associated with these Health Authority requirements are the responsibility of the student.

### Practicum challenge for **Prior Learning Assessment and Recognition (PLAR) of SOWK 330**

Eligible students admitted to the BSW may apply ~~to challenge for PLAR credit of~~ the third-year placement (SOWK 330) only. Students will complete and submit a challenge PLAR request ~~application~~ to the Field Education Assistant. Students cannot ~~challenge PLAR~~ SOWK 330 ~~with using~~ the same experience ~~used acquired or obtained to challenge through PLAR of~~ a diploma-level placement in a related program. Any Ddecisions about to offering approve students the opportunity to challenge PLAR of SOWK 330 will be at the sole discretion of the School of Social Work and Human Services. Contact the Field Education Assistant for details regarding this process. The challenge request application will be provided to interested students after they have been admitted to the BSW.

Note: ~~Note: The fourth year placement (SOWK 430) is not open to the challenge process.~~

## Program requirements

~~In completing the BSW program, students are required to have completion of:~~

- ~~o Program GPA of 2.67 or better on courses that apply to the BSW degree.~~
- ~~o Minimum of 60 credits of Social Work (SOWK) 100 and 200 level courses as specified in the entrance requirements.~~
- ~~o courses and a minimum of 60 credits of general university-level credits (42 credits of which are Arts and Science electives) 300 and 400 level courses:~~
  - ~~o Six credits of 300 and 400 level General Electives.~~
  - ~~o Minimum of 54 credits of 300-400 level 30 upper-level Social Work courses, 30 of which must be credits completed at UFV.~~
  - ~~o Minimum program GPA of 2.67 to register for the field placement and graduation.~~
  - ~~o C (2.00) or better in each HSER and SOWK course to continue in the program, including the field placement.~~

~~HSER and Upper level~~ SOWK courses that ~~are over~~ were completed more than 10 years old may ~~ago will~~ not be considered for credit towards the BSW program.

## Undergraduate continuance

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

## Program continuance

Students in the Bachelor of Social Work degree must maintain a program GPA of 2.67 while enrolled in throughout their program, and achieve a grade of C (2.00) or better in all HSER and SOWK courses to continue in the program, including the field placement.

## Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must achieve a minimum CGPA of 2.00 and a minimum BSW program GPA of 2.67.

Students must apply for graduation in the first month of their final semester. Visit the [Graduation webpage](#) for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

~~Graduation requirements:~~

~~Program GPA of 2.67 or better on courses that can be applied to the Bachelor of Social Work degree.~~

~~60 credits of 100- and 200-level courses as specified in the entrance requirements.~~

~~60 credits of 300- and 400-level courses:~~

~~Six credits of 300- and 400-level General electives~~

~~54 credits of 300- and 400-level SOWK courses, 30 of which must be completed at UFV~~

~~Note: SOWK 430 must be taken in the final semester of the program.~~

## Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see [this section](#).

~~The Child Welfare Specialization requires students to complete a practicum with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with MCFD or a Delegated Aboriginal Agency is a competitive process. The Field Education Coordinator and the Field Education Assistant will work through this process with each student completing the child welfare specialization and will provide the necessary details at the appropriate point in the program. Contact the Field Education Assistant for details.~~

## Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Social Work and Human Services page](#)

## Bachelor of Social Work — Child Welfare specialization

The Child Welfare Specialization requires students to complete a [fourth year \(SOWK 430\)](#) practicum with the Ministry of Children and Family Development ([MCFD](#)) or an [Delegated Aboriginal Indigenous Child and Family Service Agency](#). [The School works closely with our partners to place these students.](#) however, the School [of Social Work and Human Services](#) cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with [MCFD or a Delegated Aboriginal Agency either of these agencies](#) is a competitive process and requires students to complete several steps. [The Field Education Coordinator will work through this process with each student completing the child welfare specialization and will provide the necessary information at the appropriate point in the program. Contact the Field Education Assistant for details.](#)

### Declaration requirements

- Minimum BSW program GPA of 2.67
- Enrolment in or completion of SOWK 300, SOWK 311, SOWK 312, SOWK 320, SOWK 394, SOWK 330, SOWK 380, and SOWK 392
- Students meet with Academic Advisor to formally declare [their specialization](#)

Note: Graduating with the Child Welfare Specialization is dependent on students successfully qualifying for and completing the Child Welfare placement.

### Program outline

#### Child Welfare ~~s~~Specialization ~~e~~Course ~~r~~Requirements:

| Course              | Title                                                     | Credits      |
|---------------------|-----------------------------------------------------------|--------------|
| <del>SOWK 110</del> | <del>Introduction to Social Work and Human Services</del> | <del>3</del> |

|                                           |                                                                                                         |              |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------|
| <del>SOWK 210</del>                       | <del>Introduction to Social Welfare</del>                                                               | <del>3</del> |
| <del>SOWK 225</del>                       | <del>Human Behaviour and Social Environment</del>                                                       | <del>3</del> |
| SOWK 300                                  | Social Work Practice with Individuals                                                                   | 3            |
| SOWK 311                                  | Social Work Theory and Ethics                                                                           | 3            |
| SOWK 312                                  | Legal Knowledge for Social Work Practice                                                                | 3            |
| SOWK 320                                  | Anti-Racist and Cross-Cultural Social Work                                                              | 3            |
| <del>SOWK 330</del>                       | <del>BSW Practicum I</del>                                                                              | <del>6</del> |
| SOWK 394                                  | Substance Misuse Issues                                                                                 | 3            |
| SOWK 404                                  | Research Methods and Evaluation                                                                         | 3            |
| SOWK 410                                  | Social Policy Analysis                                                                                  | 3            |
| SOWK 412                                  | Legal Skills for Social Work Practice                                                                   | 3            |
| SOWK 430                                  | BSW Practicum II (see Note)                                                                             | 9            |
| SOWK 483                                  | Social Work Practice with Families                                                                      | 3            |
| SOWK 491                                  | Indigenous Perspectives on Child and Family Welfare                                                     | 3            |
| SOWK 496 <u>OR</u><br><del>SOWK 497</del> | Social Work and Critical Approaches to Disability <u>OR</u><br><del>Social Work and Mental Health</del> | 3            |

Note: SOWK 430 must be with a child welfare placement.

## Third year

### Semester V (Fall)

| Course              | Title                                                           | Credits        |
|---------------------|-----------------------------------------------------------------|----------------|
| <del>SOWK 300</del> | <del>Social Work Practice with Individuals</del>                | <del>3</del>   |
| <del>SOWK 311</del> | <del>Social Work Theory and Ethics</del>                        | <del>3</del>   |
| <del>SOWK 312</del> | <del>Legal Knowledge for Social Work Practice</del>             | <del>3</del>   |
| <del>SOWK 320</del> | <del>Anti-Racist and Cross-Cultural Social Work</del>           | <del>3</del>   |
| <del>SOWK 394</del> | <del>Substance Misuse Issues</del>                              | <del>3</del>   |
| Plus:               | <del>Two</del> A lower- or upper-level Arts elective (see Note) | <del>3</del> 6 |

### Semester VI (Winter)

| Course              | Title                                            | Credits      |
|---------------------|--------------------------------------------------|--------------|
| <del>SOWK 330</del> | <del>BSW Practicum I</del>                       | <del>6</del> |
| <del>SOWK 380</del> | <del>Social Work and Community Development</del> | <del>3</del> |
| <del>SOWK 392</del> | <del>Indigenous Social Work</del>                | <del>3</del> |

## Fourth year

### ~~Semester VII (Fall)~~

| Course   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| SOWK 404 | Research Methods and Evaluation                     | 3       |
| SOWK 410 | Social Policy Analysis                              | 3       |
| SOWK 412 | Legal Skills for Social Work Practice               | 3       |
| SOWK 483 | Social Work Practice with Families                  | 3       |
| SOWK 491 | Indigenous Perspectives on Child and Family Welfare | 3       |

### ~~Semester VIII (Winter)~~

| Course                 | Title                                             | Credits |
|------------------------|---------------------------------------------------|---------|
| SOWK 430               | BSW Practicum II                                  | 9       |
| SOWK 496               | Social Work and Critical Approaches to Disability | 3       |
| <del>or SOWK 497</del> | <del>Social Work in Mental Health</del>           |         |
| Plus:                  | A lower- or upper-level Arts elective (see Note)  | 3       |

Note: A current list of Arts and Science courses is available at [ufv.ca/swhs/how-to-apply](http://ufv.ca/swhs/how-to-apply) in the BSW Program planning section.

## Program requirements

For entrance requirements and other program details, please see the main [Bachelor of Social Work](#) section.

## Course listings

For complete details on courses see the [course descriptions](#) section.

**Memo for Program Changes**

To: Undergraduate Education Committee

From: Lee-Anne Stephen, Director, School of Health Studies

Date: January 20, 2025

**Subject: Program change: Health Care Assistant Program**

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

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

2. Rationale for change(s):

To update the HCA calendar copy to reflect current application process for the provincially funded HCAP program and to identify the application process if the provincially funded program is discontinued. Of note, when the HCAP program is discontinued we still need to follow certain entrance requirements as set out by the HCA registry for accreditation purposes.

Currently, in the HCAP program, successful applicants are provided funds to purchase uniforms, textbooks.

The updates to the HCA program extra costs provide a more accurate reflect of current textbook and uniform costs.

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

Changes to program outcomes were approved at the August 29, 2024, UEC meeting

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

The curriculum and entrance requirements are provincially mandated. The FHS curriculum committee has submitted suggestions for curriculum improvement. These will be taken into consideration, if additional changes are made to the mandated curriculum.

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

None

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

Students will not be impacted.

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

No

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

The changes will not impact our current use of resources.

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

No

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

Memo submitted with original change in program request on May 8, 2024.

## HEALTH SCIENCES

[ufv.ca/health](http://ufv.ca/health)

**Note:** As part of B.C.'s response to COVID-19, UFV has partnered with the Province of British Columbia to provide a coordinated employment and education pathway for Health Care Assistants (HCA). Those interested in beginning a career as an HCA will use the government process to apply to the Health Career Access Program and follow those requirements once accepted. UFV is not currently accepting applications directly for the Health Care Assistant certificate at this time. UFV's regular application process will resume at the completion of the government initiative. More information of the Health Care Assistant program can be found at [www.ufv.ca/hca](http://www.ufv.ca/hca).

## Health Care Assistant certificate

The Health Care Assistant (HCA) program is designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function as front-line caregivers and respected members of the health care team, in community and facility settings. Under the direction and supervision of a regulated health professional, graduates provide person-~~centred~~centered care aimed at promoting and maintaining the physical, psychological~~emotional~~, cognitive, ~~and~~ social, and spiritual health and well-being of clients and families ~~residents~~.

Upon completion of the HCA program, graduates are prepared to work in a variety of practice settings any level of continuing care, including home support, ~~adult day care~~, assisted living, group homes, complex care (including special care units), ~~and some~~ acute care ~~settings~~, and other home and community care settings.

The program is based on at the 2015 provincial curriculum and includes classroom and laboratory instruction, as well as practicum experience in a variety of settings throughout the Fraser Valley. This is a full-time program with daily attendance expected. A certificate is awarded upon successful completion of the program.

## Entrance requirements

Applicants for admission to the program must provide evidence the following:

- ~~1.— One of the following: Successful completion of Grade 11 or mature student status, with one of Composition 11, Creative Writing 11, Literary Studies 11, New Media 11, Spoken Language 11, English First Peoples 11, English 11, or ENGL 081.~~
- ~~2.— B.C. secondary school graduation or equivalent.~~
- ~~3.— Completion of a minimum of six credits at post-secondary level.~~
- ~~4.— Mature students, 19 years or older, will be considered if they meet the prerequisites for **ENGL 091, ENGL 099, or ENGL 105.**~~
1. Proof of meeting HCA Program Entry – English Language Competency Requirements.

#### HCA Program Entry – English Language Competency Requirements

1. Applicants who provide evidence of three years of full-time instruction in English must also provide proof of one of the following:
  - Successful completion of Grade 11 English with one of Composition 11, Creative Writing 11, Literary Studies 11, New Media 11, Spoken Language 11, English First Peoples 11, English 11, or ENGL 081. A minimum of a C grade is acceptable.
  - Completion of college courses determined to be equivalent to Grade 11 English (or higher) by post-secondary institutions. A minimum of a C grade is acceptable.
  - ACCUPLACER Next Generation Test Results: Reading 230, Writing 230 and Writeplacer 4.
2. Applicants with less than three years of full-time instruction in English\* are required to provide evidence for one of the following standardized English language proficiency test scores.

#### One of the following:

- ~~1.— Applicants whose first language is English: seven years of education in an English-speaking environment (can be acquired in either consecutive or non-consecutive years). Applicants who have had four consecutive years of secondary or post-secondary education in an English-speaking environment will be given consideration to meet the English as a first language requirement.~~
- ~~2.— Applicants whose first language is not English: required to complete one of the following English language competencies:~~

- Canadian English Language Proficiency Index Program (CELPPIP General or CELPIP Online). Test in the last two years. Listening 7, Speaking 7, Reading 6 and Writing 6.
- The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition), ~~iBT only~~: overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing. Test must have been within the last two years.
- International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online), ~~Academic or General~~: overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing. Test must have been within the last two years.
- Canadian Language Benchmark Placement Test (CLB-PT) or CLBPT Remote: Listening 7, Speaking 7, Reading 6, and Writing 6. Test must have been within the last year.
- Canadian Academic English Language Assessment (CAEL or CAEL Online): overall Score of 60, with no section less than 50. Test must have been within the last two years.

\*Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution on the list of Approved English Speaking Countries. Secondary education will be considered starting from grade 8. English as a Second Language (ESL) courses will not be considered.

Countries with English Language systems/institutions where English is a primary, official language and the language used for education.

|                               |                         |                                         |                                 |
|-------------------------------|-------------------------|-----------------------------------------|---------------------------------|
| <u>American Samoa</u>         | <u>Falkland Islands</u> | <u>Malta</u>                            | <u>South Africa</u>             |
| <u>Anguilla</u>               | <u>Fiji</u>             | <u>Mauritius</u>                        | <u>Tanzania</u>                 |
| <u>Antigua and Barbuda</u>    | <u>Ghana</u>            | <u>Montserrat</u>                       | <u>Trinidad and Tobago</u>      |
| <u>Australia</u>              | <u>Gibraltar</u>        | <u>New Zealand</u>                      | <u>Turks and Caico Islands</u>  |
| <u>Bahamas</u>                | <u>Grenada</u>          | <u>Nigeria</u>                          | <u>Uganda</u>                   |
| <u>Barbados</u>               | <u>Guam</u>             | <u>Saint Helena</u>                     | <u>United Kingdom</u>           |
| <u>Belize</u>                 | <u>Guyana</u>           | <u>Saint Lucia</u>                      | <u>United States of America</u> |
| <u>Bermuda</u>                | <u>Ireland</u>          | <u>Saint Kitts and Nevis</u>            | <u>United States Virgin</u>     |
| <u>British Virgin Islands</u> | <u>Jamaica</u>          | <u>Saint Vincent and the Grenadines</u> | <u>Islands</u>                  |
| <u>Canada</u>                 | <u>Kenya</u>            | <u>Seychelles</u>                       | <u>Zambia</u>                   |
| <u>Cayman Islands</u>         | <u>Lesotho</u>          | <u>Sierra Leone</u>                     | <u>Zimbabwe</u>                 |
| <u>Dominica</u>               | <u>Liberia</u>          | <u>Singapore</u>                        |                                 |

## Other requirements

1. Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP or Basic Life Support (BLS) Certification. ~~Submission of a signed health assessment indicating physical fitness and emotional stability. (Form will be provided at interview.)~~
2. Completion of an immunization program prior to the start date. Immunization forms will be included with the letter of acceptance. Proof of immunization must be received by the date specified.
- ~~3. Satisfactory interview with a program faculty member who may accept or defer acceptance based on:~~
  - ~~○ Knowledge of and motivation toward a career as a health care assistant~~
  - ~~○ Financial preparation~~
  - ~~○ Communication skills~~
- ~~4.3. \_\_\_\_\_ Satisfactory written reference (work or personal).~~
- ~~5. Successful completion of a criminal record check form, which will be included with letter of notification of acceptance to the program.~~ A Criminal Record Clearance is required by the Ministry of Public Safety and Solicitor General.

## Additional information:

- A valid driver's ~~licence~~ license is strongly recommended. Reliable transportation is normally required for the practicum course and other practice experience components. ~~and access to personal transport is normally required for the practicum course and other practice experience components. If students are unable to drive, they will be unable to meet the Health Care Assistant program requirements.~~
- Students should have access to and experience must be familiar with computers and associated technology to answer emails, access course documents, complete assignments, and access online workplace training orientation modules.

Students who do not meet these requirements might consider Qualifying Studies.

**NOTE:** The following calendar copy will apply while the provincially-funded Health Care Access Program (HCAP) is in place. When this program is discontinued, these sections of the calendar

will be replaced by the Health Care Assistant certificate application process, included later in this document.

## **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See **Continuous application process** for more information.

## **How to apply (HCAP)**

1. Those interested in beginning a career as an HCA will use the government process to apply to the Health Career Access Program (HCAP) and follow these requirements once accepted. UFV is not currently accepting applications directly for the Health Care Assistant certificate. UFV's regular application process will resume at the completion of the government initiative.
2. If you are a successful applicant through the Health Career Access Program (HCAP), you will receive an email from the School of Health Studies.
- 2.3. \_\_\_\_\_ The following documents must be submitted to the Office of the Registrar in order to process an application:
  - Proof of academic prerequisites (official transcript required; ~~see Note~~)
  - Completion of standardized non-native English proficiency test ~~speaker requirement~~ as necessary
  - HCA Program English Competency Self-Declaration Form.

Note: For applicants currently enrolled in Grade 12, a letter is required from their school counsellor, stating that they are making satisfactory progress towards meeting the educational requirements for Grade 12 graduation.

- 3.4. \_\_\_\_\_ Once these documents have been received by the Office of the Registrar, the application will be forwarded to the Health Care Assistant program.
4. \_\_\_\_\_ The following documents must be submitted to the School of Health Studies, Chilliwack campus: Health Care Assistant application form (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms))

- Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP ~~or Basic Life Support (BLS) certification~~
- School of Health Studies Immunization form
- Criminal record check
- ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

~~Note: A valid driver's licence and access to personal transport is normally required for the practicum course and other practice experience components. If students are unable to drive, they will be unable to meet the Health Care Assistant program requirements.~~

- ~~Work or personal reference~~

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

- ~~UFV application form~~
- ~~Health Care Assistant program application form~~
- ~~Proof of academic prerequisites (transcript required)~~
- ~~Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP~~
- ~~Work or personal reference~~
- ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

~~Note: A valid driver's licence and access to personal transport is normally required for the practicum course and other practice experience components. If students are unable to drive, they will be unable to meet the Health Care Assistant program requirements.~~

~~5. Once all documents have been completed and reviewed, successful "complete applicant" status has been obtained, applicants will be notified, of and expected to attend a program information session. Failure to attend the information session may delay entry to the program. Applicants will be contacted when dates and times have been established; a health questionnaire will be provided and must be returned to the School of Health Studies prior to interview.~~

~~6.5. \_\_\_\_\_ Applicants to be interviewed will be notified.~~

~~Applicants will be notified in writing regarding their acceptance.~~

- ~~7. Upon admission to the program applicants will be provided with registration information. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward tuition fees. If applicants do not register for courses and pay the deposit, a place will no longer be held for them.~~

## ~~Basis for admission decision~~

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

## Fees and additional costs (HCAP)

~~See the **Fees and Other Costs** section. Additional books, supplies, and field trips will cost about \$250. Uniform(s) and white duty shoes will cost approximately \$200.~~ The costs of parking and travelling to and from practicum locations are the responsibility of the student.

## Dates and location (HCAP)

This is a ~~2~~4-week program which starts in either August ~~September~~ or November ~~January~~. Classes are located at the CEP, Chilliwack campus. Approximately one-half of the program takes place in a variety of facilities throughout the Fraser Valley.

**NOTE:** The following calendar copy will apply when the provincially-funded Health Care Access Program (HCAP) is discontinued.

## When to apply (HCA)

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See **Continuous application process** for more information.

## How to apply (HCA)

1. Students may apply to the program prior to the completion of all entrance requirements. Apply online at [ufv.ca/admissions/apply](https://ufv.ca/admissions/apply).
2. The following documents must be submitted to the Office of the Registrar in order to process an application:

- Proof of academic prerequisites ([official](#) transcript required; ~~see Note~~)
- Completion of standardized English proficiency test as necessary
- HCA Program English Competency Self-Declaration Form.
- School of Health Studies (SHS) Health Care Assistant application form  
(available at [ufv.ca/registrar/forms](https://ufv.ca/registrar/forms)).
- Work or personal reference

~~of non-native English speaker requirement as necessary~~

~~Note: For applicants currently enrolled in Grade 12, a letter is required from their school counsellor, stating that they are making satisfactory progress towards meeting the educational requirements for Grade 12 graduation.~~

3. Once these documents have been received by the Office of the Registrar, the application will be forwarded to the Health Care Assistant program.
4. The following documents must be submitted to the School of Health Studies, Chilliwack campus:
  - ~~Health Care Assistant application form (available at [ufv.ca/registrar/forms](https://ufv.ca/registrar/forms))~~

- Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP ~~or Basic Life Support (BLS) Certificate~~
- School of Health Studies Immunization form
- Criminal Record check
- ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

Note: A valid driver's ~~licence~~license is strongly recommended. Reliable and access to personal transport is ~~normally~~ required for the practicum course and other practice experience components. ~~If students are unable to drive, they will be unable to meet the Health Care Assistant program requirements.~~

- ~~Work or personal reference~~

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

- ~~UFV application form~~
- ~~Health Care Assistant program application form~~
- ~~Proof of academic prerequisites (transcript required)~~
- ~~Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP~~
- ~~Work or personal reference~~
- ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

Note: A valid driver's ~~licence and access to personal~~ transport is normally required for the practicum course and other practice experience components. ~~If students are unable to drive, they will be unable to meet the Health Care Assistant program requirement~~

5. Once "complete applicant" status has been obtained, applicants will be notified of ~~and expected to attend~~ a program information session. ~~Failure to attend the information session may delay entry to the program. Applicants will be contacted when dates and times have been established; a health questionnaire will be provided and must be returned to the School of Health Studies prior to interview.~~

~~6. Applicants to be interviewed will be notified.~~

Applicants will be notified in writing regarding their acceptance. ~~Upon admission to the program applicants will be provided with registration information. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward tuition fees. If applicants do not register for courses and pay the deposit, a place will no longer be held for them.~~

### Basis for admission decision (HCA)

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

### Fees and additional costs (HCA)

See the **Fees and Other Costs** section. Additional books, ~~supplies and supplies, and field trips~~ will cost about ~~\$500~~250. Uniform(s) and white duty shoes will cost approximately \$235000. The costs of parking and travelling to and from practicum locations are the responsibility of the student.

### Dates and location (HCA)

This is a 284-week program which starts in either ~~August~~September or ~~November~~January. Classes are located at the CEP, Chilliwack campus. Approximately one-half of the program takes place in a variety of facilities throughout the Fraser Valley.