UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
August 29, 2024 - 10:00 AM
D225

AGENDA
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Review with changes including prerequisites: CRIM 135
Changes to program requirements: Criminal Justice minor

MOTION: To approve the CRIM course outlines as presented.

MOTION: To approve the changes to the Criminal Justice minor as presented, effective September 2025.

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4.6. Education

Changes to entrance requirements, program requirements, and program name: Inclusive Education Assistant certificate (formerly School and Community Support Worker certificate)
Changes including title, prerequisites, credits, total hours, and course code: EDAS 131 (formerly HSER 131)
New course: EDAS 181, Supporting the Autonomy, Belonging, and Competence of Students with Complex Needs
New course: EDAS 182, Social Emotional Learning and Mental Health in Schools
Changes including title, prerequisites, and course code: EDAS 190 (formerly HSER 190)
Changes including title, prerequisites, and course code: EDAS 192 (formerly HSER 192)
Changes including title, prerequisites, and course code: EDAS 194 (formerly HSER 194)

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

MOTION: To approve the new course code EDAS (Education Assistant).

MOTION: To approve the EDAS course outlines as presented.

103 - 149

4.7. Health Sciences

Changes to entrance requirements: Health Care Assistant certificate
Changes including title: HCA 110
Changes including title: HCA 111
Changes including title: HCA 112
Changes including title: HCA 113
Changes including title: HCA 114
Changes: HCA 115
Changes including title: HCA 120
Changes: HCA 130
Changes including prerequisites: HCA 131
Changes including prerequisites: HCA 132

MOTION: To recommend approval of the changes to the Health Care Assistant entrance requirements as presented, effective September 2024.

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MOTION: To approve the HCA course outlines as presented.

4.8. Communication

New program: Journalism minor

MOTION: To recommend approval of the Journalism minor as presented.

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. UEC Terms of Reference proposed draft

5.2. UEC Subcommittees
- Policy Subcommittee
- Pre-Check Subcommittee
- Admissions Subcommittee
- Transfer Credit Subcommittee

5.3. UEC Liaison reports

5.4. Policy Subcommittee report

5.5. APPC report

5.6. Senate report

5.7. Senate Teaching and Learning Committee report

6. INFORMATION ITEMS

6.1. UEC Annual Report to Senate, 2023/24

6.2. 2024/25 UEC membership and meeting schedule

6.3. Standing Committees of Senate Resources

6.4. Additional UEC Resources
- Approval processes and flowcharts
- Curriculum Quality Guidelines
- Course development
- Program changes
- Integrated Strategic Plan

6.5. Program suspensions and discontinuations
Discontinued: Philosophy extended minor

7. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

May 17, 2024
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Amber Johnston, Bobby Jaswal, Carl Janzen, Claire Hay, Carolyn MacLaren, Chris Campbell, Dana Landry, David Johnston, David McGuire, Ian Affleck, Kevin Wainwright, Lisa McMartin, Michael Batu, Rhonda Colwell, Samantha Hannah, Stan Manu, and William Maher
ABSENT:	Donna Alary, Linda Pardy, Selena Karli, Shirley Hardman, Shel Stefan, and Vlad Dvoracek
GUESTS:	Alan Cameron, Andrea Hughes, Leanne Joe, Rashad Mammadov, Tracy Porter, Chris Schinckus
RECORDER:	Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

    2.1. UEC draft minutes: March 22, 2024

    MOTION:
    To approve the draft minutes as presented.
    CARRIED

3. **COURSES AND PROGRAMS**

    3.1. **Communication: Course outlines**
    Review with changes including prerequisites: CMNS 140
    Review with changes: CMNS 235
    Review with changes including prerequisites: CMNS 335
    Review with changes: CMNS 345
    Review with changes including credits and total hours: CMNS 399

    MOTION:
    To approve the CMNS course outlines as amended:
    - CMNS 399 learning outcome #6 changed to "Integrate topic-specific Indigenization concepts into the learning process."
    CARRIED

    3.2. **Modern Languages: Course outlines**
    Review with changes including total hours: HALQ 101, 102, 201, 202

    Some minor editorial corrections were noted.

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

3.3. Psychology: Course outlines
<u>Review with changes</u>: PSYC 221
<u>Review with changes including title</u>: PSYC 250
<u>Review with changes</u>: PSYC 302, 303, 325, 326
<u>Review with changes including prerequisites</u>: PSYC 351, 355
<u>Review with changes</u>: PSYC 356
<u>Review with changes including prerequisites</u>: PSYC 357

Revisions to PSYC 302 and 303 were suggested to better match the course titles, learning outcomes, and course content, and to include efforts toward Indigenization. It was noted that the current learning outcomes include various theories of learning, whereas the course content includes explicit reference to classical approaches.

The following specific suggestions were discussed:
- Consider adding subtitles and/or making the calendar descriptions more explicit to emphasize the approaches that are covered (e.g. classical Western learning theory). The department will look at what other institutions call similar courses.
- Additional learning outcome(s) contextualizing/framing the role/position of Western classical theory.
- Possibly broaden PSYC 302 course content to include multiple perspectives of the psychology of learning.

The department will review PSYC 302 and 303 and bring further changes back to UEC.

<u>MOTION:</u>
To approve the PSYC 221, 250, 325, 326, 351, 355, 356, and 357 course outlines as presented.
CARRIED

<u>MOTION:</u>
To approve the PSYC 302 and 303 course outlines as presented.
WITHDRAWN

3.4. Business: Programs
<u>Change to entrance requirements</u>: Business Analytics post-baccalaureate diploma
<u>Change to entrance requirements</u>: International Business post-baccalaureate diploma

The "pre-arrival and post-arrival basic skills assessments" were clarified. These have been put in place to better support students.

<u>MOTION:</u>
To recommend approval of the Business Analytics post-baccalaureate diploma entrance requirements as presented, effective January 2025.
CARRIED

<u>MOTION:</u>

To recommend approval of the International Business post-baccalaureate diploma entrance requirements as presented, effective January 2025. CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Learning Outcomes Guide

The Learning Outcome Guide is in the process of being revised to reflect the updated Institutional Learning Outcomes. This should be ready for UEC by September.

4.2. UEC Terms of Reference

Proposed revisions were presented. Committee members were encouraged to review and provide feedback in preparation for further discussion and approval.

4.3. Official course outline form

The available categories for the typical structure of hours, evaluation methods, and resources sections have been expanded in response to feedback from various areas. Some minor additional revisions were discussed, and committee members were encouraged to provide further feedback to the Chair. It was also noted that the course outline guidelines document requires an update to better reflect the new form.

4.4. UEC Liaison reports

There were no reports this month.

4.5. Policy Subcommittee report

Revisions to the English Language Proficiency Requirement policy (99) and the Course Repeat policy (86) have been sent to the Senate Governance Committee. Work is still ongoing on several other policies, in particular the Course Credits policy (105).

4.6. APPC report

There were no items to report.

4.7. Senate report

There were no UEC decision items to report on. Nomination information regarding the UEC Chair position will be circulated to committee members.

4.8. Senate Teaching and Learning Committee report

STL is working on a definition of "holistic assessment" and on some language around program entrance requirements in response to recent discussions at UEC and Senate.

5.   **INFORMATION ITEMS**

    5.1.   **Horticulture Crop Production and Protection certificate**
    Correction of clerical error

    5.2.   **Updated Procedures for Program Suspension and Discontinuance**
    April 2024 Procedures: https://www.ufv.ca/media/assets/pdqa/suspension--discontinuance/Procedures-Program_Discontinuance_Suspension-April-2024.pdf

    5.3.   **Program suspensions and discontinuations**
    <u>Discontinued</u>: Hospitality Event Planning certificate

6.   **ADJOURNMENT**

The meeting was adjourned at 11:58 am.

Memo for Course Changes

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: April 5, 2024

Subject: Proposal for Discontinuation of WMST 201 - Intro to Women's Studies II

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

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

2. Rationale for change: WMST 201 - Intro to Women's Studies II was last reviewed 2/25/1997 and was last offered in 1/1/2018. The average enrollment is 25%. It is being discontinued as part of curriculum housekeeping.

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): NA

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

5. Which 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). NA

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

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): NA

MEMO

To:	LINDA PARDY
From:	SYLVIE MURRAY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	COURSE DISCONTIUATION BUDGET APPROVAL: WMST 201, SCHOOL OF CULTURE, MEDIA, & SOCIETY, COLLEGE OF ARTS
Date:	APRIL 11, 2024

Dear Linda,

Please accept this memo as confirmation that my office has completed an assessment of the budget implications of the proposed discontinuation of the course WMST 201, and I approve the discontinuation of this course.

Thank you,

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo – Course Discontinuation Budget Approval | Page

1 of **1**

Memo for Course Changes

To: Linda Pardy

From: Anna Cook, PHIL Department Head

Date: May 5, 2024

Subject: Proposal for revision of PHIL 230: Philosophy of Law

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 230 has not been updated in many years. Changes have been made to reflect a more current state of the discipline and to adhere to the new course outline form.

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 changed substantially, but have been reworded to be consistent with the new course outline form.

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 content includes the topic of human rights, the nature of law, and current issues in Canadian law. For this reason, the content will include Indigenous Peoples' legal and moral rights. The content also includes theoretical approaches to law and therefore will typically include Indigenous perspectives on law. The recommended assessment methods are meant to be flexible, include a holistic approach, and be inviting of a variety of ways to demonstrate learning.

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

Because this is a course on philosophy of law and addresses issues of legal rights and the nature of law and morality, the content includes the relationship between law and equity, diversity, and inclusion. For example, the course will typically include critical legal theory and its relationship to critical race theory. And, as noted above, the recommended assessment methods are meant to be flexible, include a holistic approach, and be inviting of a variety of ways to demonstrate learning.

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

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100-$150

CWC comment and response:

• Has the School of Criminology and Criminal Justice been consulted on this course recently? The existing course outline (which dates back to 1996) includes CRIM 230 as an antirequisite course, but it's possible this was actually an error. Historical calendars confirm that PHIL 130 and CRIM 130 were originally treated as cross-listed courses, and when PHIL 130 was changed to PHIL 230 it originally retained an equivalency with CRIM 130. (See pages 216 and 257 from the 2000/01 calendar, for example.) CRIM 230 course outlines do not reference PHIL 230, and CRIM 130 was discontinued in 2007.

Response from the instructor: I didn't consult with CRIM. But I did look at the CRIM 230 outline and there was very little (if any) overlap in the learning outcomes. CRIM 230 is focused on Canadian criminal law rather than philosophy of law.

ORIGINAL COURSE IMPLEMENTATION DATE:	December 1977
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PHIL 230	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Philosophy of Law
Course Short Title: Philosophy of Law

Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces major issues in philosophy of law such as natural law, legal positivism and its critics, law and liberalism, legal punishment, Indigenous legal traditions, feminist critiques of law, and critical legal studies.

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	May 3, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Describe major theories in philosophy of law such as naturalism, legal positivism, retributivism, legal moralism, and critical legal theory.
2. Evaluate conflicting philosophical positions related to law and the legal system.
3. Articulate reasoned responses to theoretical issues in philosophy of law.
4. Apply major theories to current Canadian and international legal issues.
5. Formulate well-reasoned responses to practical dilemmas in law and legal theory.

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

Quizzes/tests:	20%	Assignments:	50%		%
Final exam:	20%	Holistic assessment:	10%		%

Details:

Assignments may include:
- Argumentative essays (40%)
- Options of class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (10%)

Holistic assessments may include:
- Reflections on learning
- Reflections on class participation
- Reading reflections

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

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	K. Culver & M. Giudice (Eds.)	Readings in the Philosophy of Law – Third Edition. Broadview Press.	2017
2.	Textbook	K. Culver & M. Guidice (Eds.)	Canadian Cases in the Philosophy of Law – Fifth Edition. Broadview Press.	2018
3.	Textbook	Mark Tebbit	Philosophy of Law: An Introduction. Routledge.	2017
4.	Textbook	John Burrows	Law's Indigenous Ethics. University of Toronto Press.	
5.	Article	John Burrows	With or Without You: First Nations Law (in Canada) 41:3 McGill Law Journal, online: <lawjournal.mcgill.ca/article/with-or-without-you-first-nations-law-in-canada/>.	1996

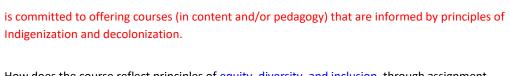**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Course Content and Topics

- Legal positivism
- Natural law
- The relationship between law and morality
- Obedience to law
- Human rights
- Law, individual freedom, paternalism
- Legal responsibility
- Legal punishment
- Critical legal theory
- Feminist legal theory
- Indigenous approaches to law
- International law

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 483 (Special Topics in Philosophy) 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 483 needed to be revised as part of the standard six-year review.
   - The calendar description has been modified to be consistent with other special topics courses.

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

   N/A

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

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

5. 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).

   Although a special topics outline cannot address course content of all possible iterations, PHIL 483 includes a learning outcome specifically related to Indigenization (LO4). The Philosophy Department

is committed to offering courses (in content and/or pedagogy) that are informed by principles of Indigenization and decolonization.

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

   Although a special topics outline cannot address course content of all possible iterations, PHIL 483 includes a learning outcome specifically related to EDI (LO4). The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of equity, diversity, and inclusion.

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. N/A

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2005
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

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.

Course Code and Number: PHIL 483	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Selected Topics in Philosophy **Course Short Title:** Selected Topics in Philosophy	

Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Detailed investigation of topics not found in regular course offerings or more detailed study of problems or philosophers introduced in other courses. Topics covered will vary according to instructor.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	45 university-level credits including 3 credits of PHIL.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **Yes**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Every other year**
	Maximum enrolment (for information only)**: 25**

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

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

Department approval		**Date of meeting:**	May 3, 2024
Faculty Council approval		**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 29, 2024

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

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

1. Evaluate major positions on a topic in philosophy.
2. Describe core arguments on a philosophical topic both verbally and in writing.
3. Engage in critical discussion about advanced-level primary texts in philosophy.
4. Develop cogent arguments on a topic in philosophy.
5. Examine contemporary and/or historical philosophical arguments through the lens of principles of Indigenization and equity, diversity, and inclusion.

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

Assignments:	100%		%		%
	0%		%		%

Details:

Presentation and contribution: 20%
Essays: 60%
Argument reconstructions: 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.)*

Will vary, but may include seminars, group work, student presentations, films and guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Scott Soames	Philosophy of Language	2012
2.	Textbook	Jennifer Saul	Lying, Misleading, and What is Said	2012
3.	Article	Shelbi Meissner	"World"-Traveling in Tule Canoes: Indigenous Philosophies of Language and an Ethic of Incommensurability	2023

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

Course Content and Topics

Course content will vary with topic and instructor.

Example for Philosophy of Language:

Unit 1: What is language?
- Meaning and reference
- Definite descriptions
- Propositions and theories of truth

Unit 2: Theories of meaning
- Language games
- Speech act theory
- Truth-condition theories
- Accounts of metaphor

Unit 3: Applications
- Epistemic and testimonial injustice
- Indigenous philosophies of language
- Slurs and oppressive speech
- Lying and bullshit
- Contemporary case studies

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 491 (Directed Studies in Philosophy) 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 491 needed to be revised as part of the standard six-year review.
    - The calendar description has been modified to fit the new format.

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

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

5. 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 Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of Indigenization and decolonization. As this is a Directed Studies course, the

content is self-directed. Students will be encouraged to select topics that incorporate these principles.

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

The Philosophy Department is committed to offering courses (in content and/or pedagogy) that are informed by principles of equity, diversity, and inclusion. As this is a Directed Studies course, the content is self-directed. Students will be encouraged to select topics that incorporate these principles.

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. N/A

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

	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2000
	REVISED COURSE IMPLEMENTATION DATE:	January 2025
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PHIL 491	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Directed Studies in Philosophy
Course Short Title: Directed Studies in Philosophy

Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Independent study of an issue, problem, or topic in any area of philosophy. Students consult with a faculty member to develop detailed individual course proposals.

Note: Students may take this course for credit more than once provided it is under different topics.

Prerequisites (or NONE):	9 credits of PHIL and department permission.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

Directed Study course: **Yes; no limit on repeats**
  (See policy 207 for more information.)

Grading System: **Letter grades**

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

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 6**

Typical Structure of Instructional Hours

Tutorials/workshops	15
Supervised directed learning (directed studies only)	30
Total hours	**0**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	May 3 , 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Identify major positions on an issue, problem or topic in philosophy.
2. Accurately describe core arguments on an issue, problem or topic in philosophy both verbally and in writing.
3. Engage in critical discussion of advanced primary texts in philosophy.
4. Develop cogent arguments on an issue, problem or topic in philosophy.

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

Assignments:	100%		%		%
	%		%		%

Details:

Assignments may include:
- Literature review (20%)
- Paper proposal (10%)
- Essays (50%)
- Presentation (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.)*

Will vary but will involve weekly meetings with the faculty member. The student will read and work independently and display their increased understanding and abilities through written work and/ other projects.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Various (depending on the reading list created by student and faculty member)		
2.				
3.				
4.				
5.				

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

Course Content and Topics

To be determined in consultation with faculty member.

Memo for Course Changes

To: UEC

From: Brianna Strumm, BSW Chair

Date: February 21, 2024

Subject: Proposal for revision of SOWK 495

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 a six-year review. It also needed to be placed on an updated Official Course Outline form. Prerequisites were clarified because the current prerequisite of "fourth year standing in the BSW program" is hard to quantify. SOWK 330 represents the student's initial practicum, and often the mid-point of the BSW Program. Students may request special permission to take the course, if they have not yet taken SOWK 330. Learning outcomes were shortened and required updated language.

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

    The learning outcomes were updated to reflect current terminology and relevant directed study descriptions that more accurately reflect the realities of practicing social work in a changing and diverse political and social environment. Students are encouraged to critically analyze current topics and pursue self-reflective learning as it relates to their responsibilities within social work practice.

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)?

   Consultation, collaboration, and review has taken place with the Bachelor of Social Work Committee members and 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).

   Directed study courses are open to students who wish to pursue knowledge at an advanced level in a particular area of social work practice. This may include an examination of social work practice that impacts or is led by Indigenous communities.

7. How does the course reflect principles of equity, diversity, and inclusion,

   through assignment design, topic selection, curriculum delivery, or other methods? Directed study courses are open to students who wish to pursue knowledge at an advanced level in a particular area of social work practice. This is likely to reflect diversity in student choice and empowerment when it comes to topics, assessment and curriculum.

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):

   Unlikely to cost students money unless a book is required ($50).

ORIGINAL COURSE IMPLEMENTATION DATE:	May 1997
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SOWK 495	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Directed Study in Social Work **Course Short Title:** Directed Study in Social Work

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Social Work and Human Services

Calendar Description:

Students who are interested in a social work topic not offered through core curriculum or social work electives may request a directed study under the supervision of a faculty member.

Prerequisites (or NONE):	SOWK 330 and permission from the School of Social Work and Human Services.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*		**Course Details**
Former course code/number:		Special Topics course: **No**
Cross-listed with:		*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):		Directed Study course: **Yes; cannot be repeated for credit**
(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.)		*(See policy 207 for more information.)*
		Grading System: **Letter grades**
		Delivery Mode: **May be offered in multiple delivery modes**
Typical Structure of Instructional Hours		Expected frequency: **Infrequent**
Supervised directed learning (directed studies only)	45	Maximum enrolment (for information only)**: 6**
		Prior Learning Assessment and Recognition (PLAR)
		PLAR cannot be awarded for this course because:
		The selected topic for a directed study will be new to the student.
Total hours	**45**	
		Transfer Credit *(See **bctransferguide.ca**.)*
Scheduled Laboratory Hours		Transfer credit already exists: **No**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval	**Date of meeting:**	February 16, 2024
Faculty Council approval	**Date of meeting:**	March 22, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Identify and evaluate the themes associated with the selected topic at an advanced level.
2. Investigate theories and/or methods relevant to the topic being studied.
3. Articulate advanced knowledge of the topic orally and in writing.
4. Critically analyze the social work context and implications of the topic under investigation.

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

Assignments:	100%		%		%
	%		%		%

Details:

To be established on an individual basis. Students will work on their own in consultation with and under the direction of a faculty member.

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

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

To be determined by the student and faculty member.

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

This will depend upon the selected topic. However, it is expected that students will read and comment on a substantial body of related literature.

Memo for Course Changes

To: FECHD Curriculum Committee

From: Greg St Hilaire

Date: 2023-03-11

Subject: Proposal for revision of PHYS 093

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 – Under Learning outcomes add link to ABE 2023/24 articulation guide. In the list of topics include Measurement and Mathematical skills and delete Waves and Optics.

2. Rationale for change:

   The BC ABE Science Articulation made changes in the learning outcomes for Provincial Level Physics in 2022 and these are now in the 2023/2024 BC ABE Articulation Handbook. To ensure placement on the articulation grid, the learning outcomes must have complete agreement with the Handbook.

   The ABE Science Articulation Committee requires a current link to the ABE Articulation guide on all official course outlines. This link is now added under learning outcomes.

   Articulation committee has decided to remove the topic "Wave and Optics" from Phys 093, therefore it has to be deleted from the calendar description.

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 are minor and align well within the learning outcomes of PHYS 093.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **The outcome changes are very minor and will not affect any other programs.**

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

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

    a) Instructors will infuse Indigenous ways of knowing and world views into their course syllabi and will include acknowledgement of the traditional and unceded territory on which they work.
    b) When possible, attempts will be made to include Indigenous content relevant to the topics discussed during the delivery of course content. This can include Integration of First Peoples Knowledge and utilization of traditional technologies such as the Salmon Wheel, toboggan, and design of the canoe paddle.
    c) Further addition of Indigenous related assignments/content will be explored via use of available resources including the UFV library. An emphasis will be placed on local content and pedagogy.

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

    In-order to reflect the principles of equity, diversion and inclusion the followings steps will be taken

    - o   **Follow the principles of Universal Design of Learning while planning the lessons**
    - o   **Ensure that the learning materials are accessible to all students**
    - o   **Use various assessments methods**

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **None**

    Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **$150.00 for textbook, $15 for a lab coat, $20 for scientific calculator. No tuition.**

CWC comments and responses:

Pre-Check recommends the following revisions to the learning outcomes:

- Replace the year of the ABE Articulation Handbook (i.e. "2023-24") with "current".
- Move the introductory text regarding the Articulation Handbook to a note at the end of the learning outcomes section.
- Remove the headings (Measurement & Mathematics Skills, etc.).
- Laboratories should be moved to course content section.

With BC ABE Articulation, we are required to either have a 100% match with the published outcomes or a statement/linkage to the particular two years it is found in the Articulation Guide. Having both is optimal.

As well, "current" could be problematic as outcomes do change every few years. This would be especially so if we are in a future process of making minor changes and our official course outline do not match that published in what would then be the current Articulation Guide.

Having neither the 100% match or statement of the years from the ABE Articulation Guide would not meet the criteria of being accepted on the BC ABE course transfer grid.

The following explanation and links have been provided by Stephanie Boychuk, the co-chair from the ABE Steering Committee:

> *"The Fall 2018 Draft Revisions to the Policy and Procedures manual do include the requirement for a link and relevant year.*
>
> *ABE Policy and Procedure Manual Fall 2018 Suggested revision.docx the information you need is on Page 7 (this is in the ABEASC Moodle, in "Orientation and Information Documents" and "Policy and Procedure Manual for ABE Articulation") here is the exact language in that guide:*
> - o *Course outlines can include the learning outcomes written out or a link to the ABE Articulation Handbook at http://www.bctransferguide.ca/search/abe with the relevant year of the Handbook; course content can be further described or adjusted (eg. content added) as per institutional needs.*
>
> *And here is the draft language in the updated Policy and Procedures manual that presented at the May 2024 ABEASC Meeting:*

- *Course outlines must include the learning outcomes fully written out or a link to the ABE Articulation Handbook: https://www.bctransferguide.ca/transfer-options/adult-basic-education/past-abe-guides/ with the relevant year of the Handbook and level of the course. Course content can be further described or adjusted (e.g., content added) as per institutional needs. Some working committees may have additional requirements for learning outcomes (e.g., minimum number of laboratories required)*
  - o *Example language: All [ENGL 067] learning outcomes follow those outlined in the ABE Articulation Handbook (2022-2023) under [English: Provincial Level – Literature Based]: https://www.bctransferguide.ca/transfer-options/adult-basic-education/past-abe-guides/ "*

ORIGINAL COURSE IMPLEMENTATION DATE: December 1996
REVISED COURSE IMPLEMENTATION DATE: January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2030
Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PHYS 093	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Provincial-Level Physics
Course Short Title: Provincial-Level Physics

Faculty: Faculty of Education, Community, & Human Dev.	**Department:** Upgrading and University Preparation

Calendar Description:

This university preparatory course, which is equivalent to B.C. Physics 12, covers mechanics, electrostatics and electromagnetism.

Prerequisites (or NONE):	(One of Applications of Mathematics 11, Principles of Mathematics 11, Pre-Calculus 11, Foundations of Mathematics 11, MATH 084, or MATH 085) and (one of Physics 11, PHYS 083, or PHYS 100).
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

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

Former course code/number: **N/A**

Cross-listed with: **N/A**

Equivalent course(s): **N/A**

Course Details

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

Directed Study course: **Yes; cannot be repeated for credit**
   (See policy 207 for more information.)

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 24**

Typical Structure of Instructional Hours

Lecture/seminar	60
Tutorials/workshops	9
Supervised laboratory hours (science lab)	21
Total hours	**90**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	January 19, 2024
Faculty Council approval	**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

After completion of PHYS 093, students will meet the outcomes described for ABE Provincial Level (Grade 12) Physics located in the 2023-24 ABE Articulation Handbook. https://www.bctransferguide.ca/transfer-options/adult-basic-education/past-abe-guides/

- A.   The core topics are: Measurement and Mathematics Skills
  - Review problems involving SI units, signification figures and uncertainties in measurement
  - Resolve, add and subtract vectors using trigonometry

- B.   Kinematics in Two Dimensions
  - Use the language and concepts of kinematics to describe motion in two dimensions
  - Resolve, add and subtract vectors
  - Analyze and solve kinematical problems in two dimensions

- C.   Dynamics in Two Dimensions
  - Use the language and concepts of dynamics to describe forces, energy and momentum
  - Analyze and solve problems involving dynamics in two dimensions using free body diagrams
    - o   Newton's Law's
    - o   Torque, translational and rotational equilibrium
    - o   Momentum, energy conservation
    - o   Uniform circular motion

- D.   Electrostatics
  - Use the language and concepts of physics to describe electrostatic phenomena.
  - Analyze and solve electrostatic force and electric field problems in two dimensions.
  - Analyze and solve electric potential and electric potential energy problems.
- E.   Electromagnetism
  - Use the language and concepts of physics to describe electromagnetic phenomena.
  - Analyze and solve problems involving magnetic forces and magnetic fields in two dimensions
  - Analyze and solve problems involving electromagnetic induction – Faraday's Law and Lenz's law
  - Describe devices that operate using electromagnetic induction.

The following options may be useful to students going on to further physics courses:
  - AC Circuits
  - Astronomy
  - Electronics
  - Fluids
  - Kirchhoff's Laws
  - Nuclear Physics
  - Quantum Physics
  - Relativity

Laboratories:
There will be one laboratory from each topic and a **minimum** of seven laboratories. Successful students will be able to:
- Collect data through observation:
  - o   Record a measurement to the appropriate level of precision.
  - o   Recognize that all measured values have an uncertainty.
- Construct graphs:
  - o   Choose appropriate scales.
  - o   Determine line of best fit.
  - o   Label correctly.
- Draw conclusions from observations and data:
  - o   Identify and discuss sources of error.
  - o   Calculate and interpret the slope of a line.
  - o   Relate conclusion to objectives.
- Calculate experimental error:
  - o   Determine % error and % difference where appropriate
- Complete formal lab reports.
- Participate in Experimental Design.

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

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

Details:

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

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

The course will be presented using a variety of techniques: classroom lectures; laboratory experiments; activities; films; and demonstrations.
Close coordination will be maintained between the theoretical and laboratory work.
Weekly assignments will be used to evaluate the rate of learning and the depth of the student's comprehension.
The labs will integrated into the class schedule.
Regular class sessions will also consist of lab related demonstrations and activities.
The experiments will be used to interact with the students on a more personal level. This time can be used to give individual help.

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	Wilson, Buffa, Lou	College Physics, Pearson	2009
2.	Textbook	Urone, Hinrichs	College Physics, Openstax	2016
3.				
4.				
5.				

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

Scientific calculator

Course Content and Topics

- Kinematics in two dimensions
- Dynamics in two dimensions
- Electrostatics
- Electromagnetism
- Measurement and mathematical skills

Memo for Course Changes

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

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

Date: April 16, 2024

Subject: Proposal for revision of CRIM 100

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

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

2. Rationale for change:
    As part of its six-year review, the learning outcomes have been revised to better reflect 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 substantially changed, but new learning outcomes have been included. These new learning outcomes highlight what current instructors are already doing in the classroom and further support the ILO on information competency and issues concerning Indigenization, equity, and diversity.

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. For example, students are assigned to read an article by an Indigenous scholar on "Euro-Canadian 'Justice' Systems and Traditional Indigenous Justice." When instructors address this course content, they make reference to TRC Calls to Action and UNDRIP. Lastly, instructors design assignments and evaluation components that encourage students to reflect on Indigenous experiences in the 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?

In addition to including a specific learning outcome whereby students describe the treatment of racialized and marginalized groups by the criminal justice system, several course content topics examine how to improve the justice system so that it is more equitable. For example, how should the use of segregation in correctional institutions be limited so that those with mental health issues are not disproportionately affected.

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 to $135.

CWC comment and response:

- Calendar Description: consider adding - "with a focus on the role the criminal justice system has with Indigenous people/communities.

   Thanks for your feedback. We were under the impression that the calendar description is intended to be a brief summary of the course that highlights the key intent of the course, keeping in mind that this should be consistent with the discipline to facilitate articulation and transfer credit. The learning outcomes are where additional details are provided and this is where we've noted one of the areas of focus on Indigenous Peoples in the criminal justice system (learning outcome #6).

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 1975
	REVISED COURSE IMPLEMENTATION DATE:	January 2025
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 100	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Criminology
Course Short Title: Intro to Criminology

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Criminology and Criminal Justice

Calendar Description:

Examines the historical evolution of criminological thought, and criminology and criminal justice as a science and profession. Investigates the structure, content, theoretical paradigms, and practical applications of criminology and how it applies to the Canadian criminal justice system.

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every semester**

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	April 16, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

CRIM 100   University of the Fraser Valley Official Undergraduate Course Outline   Page **2** of **2**

Learning Outcomes

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

1. Describe the historical evolution of criminological thought and criminology as a science and profession.
2. Describe the measurement and patterns of crime in Canada.
3. Compare and contrast key criminological theories and approaches (e.g., classical school, positivist school).
4. Analyze major themes in criminology and Canadian criminal justice: correctional issues; drug use; Indigenous experiences; media and crime; mental illness; policing issues; victimology.
5. Explain terminology commonly used in the discipline of criminology and criminal justice (e.g., crime, deviance, criminal, victim, rehabilitation, and treatment).
6. Articulate the treatment of Indigenous Peoples, racialized groups, and marginalized groups by the criminal justice system.
7. Identify recent trends in criminology and Canadian criminal justice.

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, or in-class writing assignments.

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

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

Lectures and discussions (May vary at department's discretion.)

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	Boyd, N.	Understanding Crime in Canada: An Introduction to Criminology, 3rd edition. (Emond Montgomery Publications)	2024
2.	Textbook	Hoffman, R., Brown, G. P., & Siegel, L. J.	Introduction to Criminology, 4th edition. (Cengage)	2022
3.	Textbook	Monchalin, L.	Chapter 12: Euro-Canadian 'Justice' Systems and Traditional Indigenous Justice. In the Colonial Problem: An Indigenous Perspective on Crime and Justice in Canada. (University of Toronto Press)	2016
4.	Textbook	Linden, R.	Criminology: A Canadian Perspective, 9th edition. (Nelson)	2020
5.	Textbook	Siegel, L. J., & McCormick, C.	Criminology in Canada: Theories, Patterns, and Typologies, 8th edition. (Cengage)	2024

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

Course Content and Topics

- Introduction to the course; What is criminology? What is a criminologist?
- Counting crime and patterns of crime
- Criminal law and the courts
- Media and crime
- Theories of Crime (e.g., sociological, psychological, critical)
- Policing issues (e.g., use of force, systemic racism)
- Correctional issues (e.g., administrative vs disciplinary segregation)
- Victimology
- Gender and crime; Racialized groups; Intersectionality
- Indigenous experiences with criminal justice
- Mental illness and crime
- Drug use and crime

Memo for Course Changes

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

        Samantha Hannah, Chair, Undergraduate Education Committee

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

Date: June 21, 2024

Subject: Proposal for revision of CRIM 103

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 course full title has been revised to make it clear that the course focuses on the Canadian criminal justice system, the calendar description has been revised to make it clear that the course focuses on the Canadian criminal justice system and terminology has been updated to better reflect criminal justice system processes, and the learning outcomes have been revised to better reflect 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 substantially changed, but have been reduced considerably because there was overlap in some of the original learning outcomes. In addition, new learning outcomes have been included that address the ILO on information competency and issues concerning Indigenization, equity, and diversity.

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. For example, students are assigned to read the United Nations Declaration on the Rights of Indigenous Peoples. The course content has been revised to include space for a more critical analysis of the criminal justice system to expose students to policies and practices that affect Indigenous Peoples, and what reforms should be instituted in response to these policies and practices.

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

   In addition to including a learning outcome whereby students describe efforts by the criminal justice system to improve its treatment of racialized and marginalized groups by the criminal justice system, instructors are encouraged to take a critical perspective and discuss what criminal justice reform means and how it can be meaningfully implemented.

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 $90 to $120.
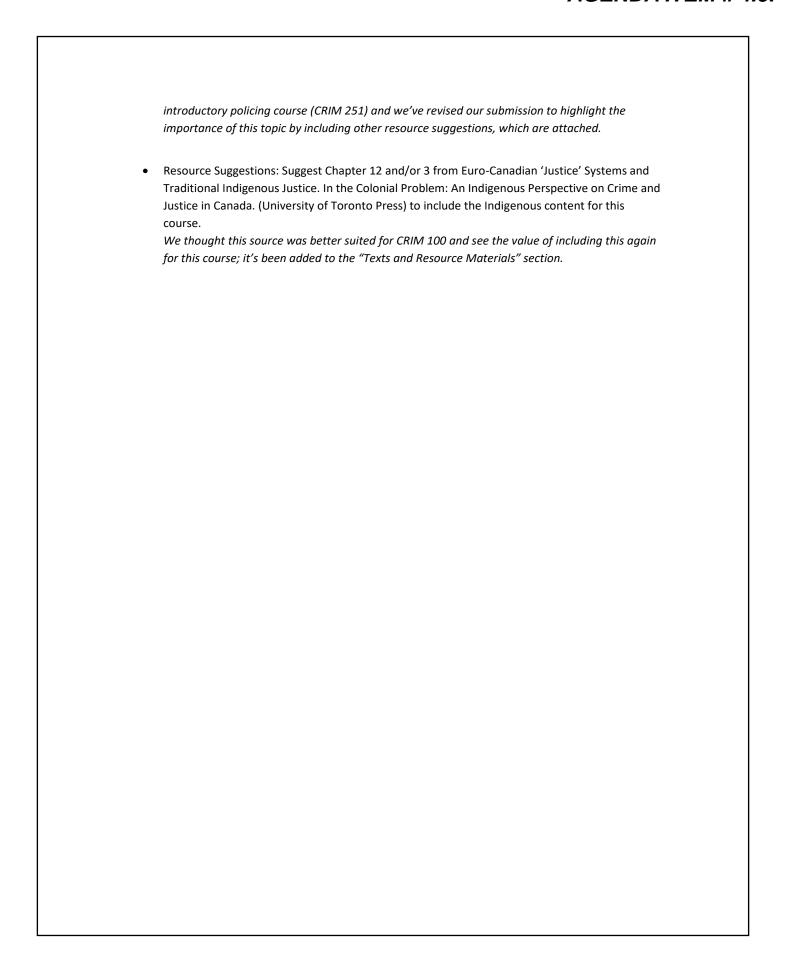

CWC comments and responses:

- Calendar Description: Suggest including "with special consideration of Indigenous experiences and perspectives."
  Similar to our response for CRIM 100, we were under the impression that the calendar description should be brief and the specifics laid out in the learning outcomes.

- The memo indicates that there is one learning outcome specific to Indigenization, however there is not one listed here.
  The one that is specific to Indigenization is learning outcome #7 (analyze efforts by police, courts, and corrections to improve the treatment of Indigenous Peoples and racialized and marginalized groups by the criminal justice system).

- Course Content and Topics: For Organization and functions of policing – does this include the first purpose for the formation of the RCMP and the relationships with Indigenous communities (ie, assimilation enforcement)?
  This issue is discussed broadly (e.g., certain textbooks address this and students are assigned this as required reading). There isn't sufficient time in the course to cover this issue in great detail, as other learning outcomes also need to be met. This topic is covered in more depth in our

introductory policing course (CRIM 251) and we've revised our submission to highlight the importance of this topic by including other resource suggestions, which are attached.

- Resource Suggestions: Suggest Chapter 12 and/or 3 from Euro-Canadian 'Justice' Systems and Traditional Indigenous Justice. In the Colonial Problem: An Indigenous Perspective on Crime and Justice in Canada. (University of Toronto Press) to include the Indigenous content for this course.
We thought this source was better suited for CRIM 100 and see the value of including this again for this course; it's been added to the "Texts and Resource Materials" section.

UNIVERSITY OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1975
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 103	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to the Canadian Criminal Justice System
Course Short Title: Intro to Cdn Criminal Justice

Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Analyzes historical and contemporary operational practices of the Canadian criminal justice system (CJS). Students are taken through the CJS process, beginning with the moment a crime comes to the attention of the police through the various decision stages to the paroled release of a sentenced individual.

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

Antirequisite Courses (Cannot be taken for additional credit.)	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	(If yes, the course will be offered under different letter designations representing different topics.)
Equivalent course(s):	Directed Study course: **No**
(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.)	(See policy 207 for more information.)
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		Expected frequency: **Every semester**
Lecture/seminar	45	Maximum enrolment (for information only)**: 36**
		Prior Learning Assessment and Recognition (PLAR)
		PLAR is available for this course.
		Transfer Credit (See **bctransferguide.ca**.)
Total hours	**45**	Transfer credit already exists: **Yes**

Scheduled Laboratory Hours	Submit outline for (re)articulation: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 16, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

Learning Outcomes

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

1. Describe the progression of an accused and victim/survivor through the subcomponents of the Canadian criminal justice system.
2. Explain criminal justice from a systems perspective.
3. Interpret crime and victimization patterns and trends.
4. Describe the structure, function and responsibilities of the following components of criminal justice: police, court and corrections.
5. Compare and contrast current and emergent criminal justice issues and challenges for reform.
6. Recognize and explain the impact of diversity in the system and on all those involved in the system.
7. Analyze efforts by police, courts, and corrections to improve the treatment of Indigenous Peoples and racialized and marginalized groups by the criminal justice system.
8. Articulate how social, cultural, political, and economic forces interact with and shape the subcomponents of the system.

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, annotated bibliographies, case studies, presentations, or in-class writing assignments.

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

Typical Instructional Methods

Lectures and discussions, occasional films, or guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Griffiths, C.T.	Canadian Criminal Justice: A Primer / Nelson	2019
2.	Textbook	Monchalin, L.	Chapter 12: Euro-Canadian 'Justice' Systems and Traditional Indigenous Justice. In the Colonial Problem: An Indigenous Perspective on Crime and Justice in Canada / University of Toronto Press	2016
3.	Textbook	Ruddell, R.	Exploring Criminal Justice in Canada / Oxford University Press	2020
4.	Other	Statistics Canada	Black and Indigenous People's Confidence in Police and Experiences of Discrimination in Their Daily Lives	2022
5.	Online resource	Carleon, S. and National RCMP Research Council	Understanding the RCMP's Role in Residential Schooling	2020
6.	Other	Dyck, S.	Decolonization and Policing. Chapter from book, "Decolonization and Justice: An Introductory Overview"	2022
7.	Other		Canadian Charter of Rights and Freedoms	
8.	Other		United Nations Declaration of the Rights of Indigenous Peoples	

Course Content and Topics

- Introduction to course, overview of system components, and public concerns
- The influence of crime, justice-involved peoples, victims/survivors, politics, and social change in shaping the system
- Organization and functions of policing
- Police powers, use of force, discretion, and common concerns
- Organization and function of court system
- Role of judges, prosecutors, defense counsel, jury, and review of current issues
- Sentencing
- The institutional prison system
- Community-based corrections
- Federal release programs
- Policies, practices, and initiatives in policing, courts, and corrections to address the equitable and inclusive treatment of Indigenous, racialized and marginalized people
- A critical review of the criminal justice system and the future of criminal justice reform

Memo for Course Changes

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

          Samantha Hannah, Chair, Undergraduate Education Committee

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

Date: June 21, 2024

Subject: Proposal for revision of CRIM 104

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

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

2. Rationale for change:

   As part of its six-year review, minor changes have been made to the calendar description and learning outcomes to update the course and remove redundant terminology.

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. One new learning outcome has been added to address Indigenization.

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, space is devoted to learning about Indigenous theories and a relevant reading is included. Throughout each week, the

content addresses whether theoretical concepts and principles apply to Indigenous Peoples. In particular, the course content now includes an overview of Indigenous criminology.

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

   As a whole and throughout each week, the course examines the strengths and weaknesses of sociological theories in explaining the criminal behaviour of racialized and marginalized 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 $75 to $150.

CWC comments and responses

- Calendar Description: to align with the course memo, include, "overview of Indigenous criminology" into this description.
  We've revised the calendar description to include Indigenous criminology so that the various examples provided are comprehensive.

- In LO3, consider including, "with some focus on Indigenous experiences and perspectives." For intentional alignment with the Course Memo.
  The focus of this learning outcome is to assess students' ability to apply various sociological theories, concepts, and principles to specific offenders or crimes. For example, students typically demonstrate this in the context of an assignment whereby they select an offender and analyze the offender's behaviour by applying appropriate sociological principles. The suggestion for learning outcome #3 is captured in learning outcome #2 (describe Indigenous sociological theories of criminal and deviant behaviour).

- Will Indigenous content and perspective included anywhere before item 10 in the course content and topics?
  The order of topics doesn't necessarily indicate the order that faculty/instructors will cover the topic. Faculty/instructors are responsible for when they introduce the topic and how they facilitate learning of the topic.

- Recommendation (applies to all courses): Studying and learning Indigenous content and perspective first will help shape the remainder of the course and influence continuous inclusion of Indigenous content and two-eyed seeing throughout.
  Thank you for the suggestion to introduce Indigenous content first. I will pass along this suggestion to faculty/sessionals who teach the course.

ORIGINAL COURSE IMPLEMENTATION DATE:		September 1975
REVISED COURSE IMPLEMENTATION DATE:		January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**		August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 104	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Sociological Explanations of Criminal and Deviant Behaviour
Course Short Title: Soc Explan of Crim & Dev Behav

Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Examines the sociological explanations of criminal and deviant behaviour that include ecological theories of crime and delinquency, conflict theories, control theories, symbolic interactionist theories, and Indigenous criminology.

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every semester**

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	April 16, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

Learning Outcomes

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

1. Compare and contrast sociological explanations of criminal and deviant behaviour.
2. Describe Indigenous sociological theories of criminal and deviant behaviour.
3. Apply sociological explanations of of criminal and deviant behaviour to various laws, and criminal and deviant activities.
4. Critique the strengths and weaknesses of sociological explanations of deviance.

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, annotated bibliographies, presentations, and in-class writing assignments.

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

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

Lectures and 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	Williams, F. P., & McShane, M. D	Criminological Theory / Pearson	2018
2.	Textbook	Inderbitzin, M., Bates, K. A., & Gainey, R. R.	Deviance and Social Control / Sage	2021
3.	Textbook	Lanier, M. M., Henry, S., & Anastasia, D. J. M.	Essential Criminology / Routledge	2015
4.	Textbook	Cunneen, C., & Tauri, J.	Indigenous Criminology / Bristol University Press	2016
5.				

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

Course Content and Topics

- Introduction to course
- Theories of deviance
- Prescientific approaches to deviance
- Classical theories of deviance
- Positivist theories
- Chicago school
- Differential association
- Social learning theory
- Anomie
- Subcultural theories
- Labeling theories
- Functionalist and strain perspectives
- Gender-based theories
- Social control theories
- Conflict, critical, and postmodern theories
- Indigenous criminology
- Integrated theories

Memo for Course Changes

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

         Samantha Hannah, Chair, Undergraduate Education Committee

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

Date: June 21, 2024

Subject: Proposal for revision of CRIM 105

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

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

2. Rationale for change:

   As part of its six-year review, minor changes have been made to the calendar description and learning outcomes to update the course. The term psychophysiological has been removed from the calendar description as it is somewhat redundant and captured under the reference to biological theories. The learning outcomes have been revised to remove redundancy and better clarify the updated 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):

   The learning outcomes have not been changed substantially. One new learning outcome has been added to address Indigenization and diversity.

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, in covering each theory, concepts and principles are critiqued for their ability to explain the criminal behaviour of Indigenous, racialized, and marginalized groups.

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, as a whole and throughout each week, the course examines the weaknesses of these theories in explaining the criminal behaviour of racialized and marginalized 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 $50 to $100.

CWC comments and responses:

- Calendar Description: to align with Course Memo, consider including, "… with respect to cultural differences behaviour of Indigenous, racialized, and marginalized group.
  Similar to our response for the other course outlines, we thought the calendar description should be a brief summary. The suggestion to add cultural differences in the behaviour of Indigenous, racialized, and marginalized groups is already noted in our learning outcomes section (learning outcome #2).

- For LO4, there could be an inclusion of terms related to a specific focus on the effects caused by colonialism.
  The focus of this outcome is to assess learners' ability to apply the various psychological theories, concepts, and principles they've learned throughout the course to specific offenders, types of offenders, or crime types. For example, an assignment may involve students selecting an offender and using psychological theories to explain this offender's behaviour. Colonialism is one factor that may be addressed across course content (e.g., developmental pathways; learning and situational factors).

- Inclusion of content and discussions related to the Gladue case and other Gladue Reports in the course content and topics will help explain how certain elements affect Indigenous peoples' behaviours prior to an offence, during legal proceedings, while in prison, and recidivism rates.

- o [Gladue Case | The Canadian Encyclopedia](#)
- o [Gladue report - Wikipedia](#)

Perhaps intentional inclusion in the resources of case studies that include factors from:
- o [Gladue principles | Aboriginal Legal Aid in BC](#)
- o [Gladue principles and factors: What you need to know - Legal Aid Alberta](#)

With respect to Gladue content and resources, this is more directly relevant to our CRIM 103 course.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1975
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 105	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Psychological Explanations of Criminal and Deviant Behaviour
Course Short Title: Psyc Explan of Crim & Dev Behv

Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Examines the causes of criminal and deviant behaviour through psychological theories, including psychoanalytic, behavioural, cognitive, and biological theories.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Every semester**
	Maximum enrolment (for information only)**: 36**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	April 16, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

Learning Outcomes

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

1. Compare and contrast psychological explanations for criminal and deviant behaviour.
2. Describe the strengths and weaknesses of psychological theories in explaining crime among Indigenous, racialized, and marginalized groups.
3. Critique the strengths and weaknesses of psychological explanations of crime.
4. Apply psychological explanations to specific types of crimes and criminals.

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

Quizzes/tests:	50%	Assignments:	50%		%
	%		%		%

Details:

Assignments may include a term paper, critical analysis thought papers, or presentations.

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

Typical Instructional Methods

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	Lyon, D. R., & Welsh, A.	The Psychology of Criminal and Violent Behaviour, Oxford University Press	2017
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Introduction to the course
- Origins of criminal behaviour
- Genetics and evolution
- Biology and biopsychological factors
- Developmental pathways
- Personality
- Learning and situational factors
- Social cognition
- Mental disorders and crime
- Substance abuse and crime
- Homicide
- Aggression and violence
- Interpersonal violence
- Sexual assault
- Assessment and treatment

Memo for Course Changes

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

        Samantha Hannah, Chair, Undergraduate Education Committee

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

Date: June 21, 2024

Subject: Proposal for revision of CRIM 135

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 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 a law course. Our program advises students to 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 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):

    The learning outcomes have not been substantially changed. A new learning outcome has been included to address Indigenization.

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. Instructors also give opportunities to connect with those working within the criminal justice system, such as guest speaker presentations from Elders and Native Court workers.

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 legal impacts on marginalized and racialized groups and the legal policies and practices that affect these groups. Instructors also utilize a variety of assessment methods to engage diverse students, assess students fairly and equitably, and make legal concepts and principles more accessible to student to facilitate their understanding.

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 $120.

CWC comments and responses:

- A prerequisite of 9 university-level credits does not guarantee that students will have any foundational knowledge or writing skills, as stated in the memo rationale for this change.
  Memo response has been updated to address this comment.

- Calendar description: To align with the Course Memo, consider including wording that is intentionally inclusive of Indigenization, ie: "… role of Canadian law, Aboriginal law, and Indigenous law, in our courts, …"
  The calendar description has been revised to include references to Aboriginal and Indigenous law.

- Course Content and Topics: To ensure students achieve LO6, include more content/topics that what is listed.
  It's our understanding that the "Course Content and Topics" section focuses on the topic/issue covered in the course and isn't the only indicator of how the learning outcome is met. The learning outcome will be met through various instructional activities and evaluation methods, which may differ across individual faculty/instructors.

- Recommendation: Studying and learning Indigenous content and perspective closer to the beginning of the course will help shape the remainder of the course and influence continuous inclusion of Indigenous content and two-eyed seeing throughout.
  As noted in the previous response, I will pass on the suggestion to faculty/sessionals to introduce Indigenous content at the beginning of the course.

UNIVERSITY
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ORIGINAL COURSE IMPLEMENTATION DATE:	1993
REVISED COURSE IMPLEMENTATION DATE:	January 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CRIM 135	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Canadian Law and Legal Institutions
Course Short Title: Intro Cdn Law & Legal Inst

Faculty: Faculty of Social Sciences	**Department (or program if no department):** CRIM

Calendar Description:

Examines the Canadian legal system in preparation for law-related courses. Topics include the origins and role of Canadian, Aboriginal, and Indigenous law, systems of courts, the legal profession, legal reasoning and statutory interpretation, and private and public substantive law.

Prerequisites (or NONE):	None. Note: As of September 2025, prerequisites will change to: 9 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	April 16, 2024
Faculty Council approval	**Date of meeting:**	May 31, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

Learning Outcomes

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

1. Articulate the purpose of law and sources of Canadian law, including the many historical, cultural, and other influences that have shaped Canadian law and legal institutions.
2. Discuss the nature of legal reasoning, including the doctrine of precedent and varying and competing principles of statutory interpretation.
3. Describe the basic building blocks of Canada's legal system, especially its constitutional framework and the system of Canadian courts.
4. Outline the roles and responsibilities of members of the legal profession.
5. Explain the fields of private (civil and family) law and public (administrative and criminal) law.
6. Compare and contrast Indigenous law, Aboriginal law, and Canadian law.
7. Critique the process of law reform in Canada and the essentials of international law.

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

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

Details:

Assignments may include case briefs, term papers, or presentations.

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

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

Lectures, class discussion, group work, guest speakers.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Boyd, N.	Canadian Law: An Introduction / Nelson	2019
2.	Online resource	Gunn, K., & O'Neiil, C.	Indigenous Law and Canadian Courts	2021
3.	OER book	Shawush, N.	Decolonization and Law	2022
4.				
5.				

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

N/A

Course Content and Topics

- Introduction to Canadian law and legal institutions
- The role of law
- Sources of law
- Legal interpretation
- The foundations of Canada's legal system
- The legal profession
- Tort law
- Family law
- Administrative law
- Criminal law
- Indigenous law
- Law reform and/or international law

Memo for Program Changes

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

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

Date: April 16, 2024

Subject: CRIM Minor Program Changes

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 part of our recent program review, we examined the requirements of our minor and extended minor. We decided to discontinue our extended minor and to revise our minor to ensure the course requirements better reflect what is core to criminology and criminal justice. The first change we're proposing is replace CRIM 230 with CRIM 135. The original reason for including CRIM 230 was that we did not offer CRIM 135. With the creation of this course and to align with other institutions, this course will be required, which provides a broader overview of law rather than a focus on criminal law. The second change we're proposing is to include a requirement to take one of the following courses: CRIM 230, CRIM 251, or CRIM 252. This is to ensure that students have a foundation in one of the core components of the criminal justice system: criminal law, policing, or corrections. As a result of these changes, the number of lower-level credits increases from 12 credits to 15 credits.

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

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

All our courses include aspects of Indigenization, decolonization, and/or reconciliation, as appropriate to the course learning outcomes. These include specific learning outcomes that reference Indigenization, readings that are written by Indigenous researchers/scholars or about Indigenous Peoples, and/or content that addresses Indigenous Peoples and reconciliation.

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

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

   The number of CRIM minor declarations recently has steadily increased: 12 in 2017/18; 24 in 2018/19; 29 in 2019/20; 38 in 2020/21; 44 in 2021/22. Although the number of credits has increased slightly, we do not anticipate that this will result in a decrease and that we will continue to see an increase or remain consistent.

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

   There is an increase of one required course (3 credits) at the lower level. We do not anticipate this to change the number of courses offered, but if there is an increased demand, we will be able to meet this demand through either faculty or sessional instructors.

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.).

   Currently, we accommodate students in the courses required. We will monitor enrollments to determine if there is an increased interest and can respond to these by revising faculty workload or hiring additional sessional instructors.

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

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

    Please refer to the attached memo.

CWC comment and response:

- Pre-Check suggests revisiting the declaration GPA of 2.50. Could this be changed to 2.33 or 2.67 to match a letter grade? Advising has indicated that this can be difficult to explain to students.

  We would like to maintain the declaration GPA of 2.50 as it aligns with our degree entrance requirements for applicants with 30 or more transferable credits. Under the second option for our degree entrance requirements, it notes "applicants with 30 or more transferable credits must present a minimum CGPA of 2.50 on all attempted transferable courses."

MEMO

To:	Linda Pardy
From:	Sylvie Murray
Cc:	Tara Kaszonyi, Mark Fischer
Subject:	Program Changes Budget Approval: Criminology Minor, School of Criminology and Criminal Justice, College of Arts
Date:	MAY 7, 2024

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implications of the proposed changes to the Criminology Minor, and I approve its submission to CACC and UEC for curriculum review. The program changes has no budgetary impact as it is not expected to result in an increase or decrease in the total number of courses offered; there might be slight adjustment to accommodate the increased demand for this particular course.

Thank you,

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Criminal Justice minor

This section specifies the minor discipline requirements only. Please refer to the specific degree section for information on additional requirements, declaration eligibility, and residency requirements.

A formal request for approval must be made to the School of Criminology and Criminal Justice. Students requesting a minor must have completed all of the lower-level requirements for the criminal justice minor with a minimum GPA of 2.50. The number of declarations may be limited by seat availability.

Lower-level requirements: 15~~12~~ credits

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
or CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	
CRIM 135~~230~~	Introduction to Canadian Law and Legal Institutions ~~Criminal Law~~	3
One of:		3
CRIM 230	Criminal Law	
CRIM 251	Law Enforcement in Canada	
CRIM 252	Corrections in Canada	

Upper-level requirements: 15 credits

Course	Title	Credits
	15 credits of upper-level CRIM courses (see Note)	15

Note: CRIM 480, 481, 490, and 491 cannot be taken as part of the minor program.

Residency

Students must complete at least 25% of the course work, including at least 50% of the required upper-level CRIM credits required for the minor or extended minor, at UFV.

Memo for Program Changes

To: UEC

From: Sheryl MacMath, School of Education
        Barbara Salingré, Chair, EA Certificate Program Working Group

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

Date: April 21, 2024

Subject: Program change for School and Community Worker Certificate

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

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

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

    This major program change is in response to the program review held in 2020-21 of the School and Community Worker Certificate (SCSW), currently housed in the School of Social Work and Human Services (SWHS). This review identified that the certificate was having difficulty in that it was trying to do "two things" rather than one thing well, supporting both future education assistants (EAs) and those hoping to work as Community Support Workers. One of the key recommendations from this program review suggested gathering specific feedback from stakeholders and having an advisory group assist with decisions for curriculum changes. A significant number of students were focused on the school component and given the need for inclusive education assistants in Fraser Valley schools, the Dean of FECHD suggested that the Teacher Education Department (now the School of Education) take responsibility for this program and redesign it specific to inclusive education assistants.

The Program Working Group completed an environmental scan of local programs (see Appendix A) that revealed that, while there are five programs in the Fraser Valley, two of those programs do not enable laddering into future degrees and one program is at a private Christian college. In addition, we became aware that the current program at Riverside College in Mission will be discontinued in 2025. The Program Working Group then completed interviews (15) with School District administrators in relation to Student Support Services (learning assistance); these interviews occurred in the Mission, Chilliwack, Fraser Cascade, Abbotsford, Langley, and Surrey School Districts. All districts discussed three main challenges: (a) lack of EAs (to the point of districts considering the creation of their own programs), (b) concern regarding the skill level of graduates (not program specific), and (c) changes in classrooms that programs have not yet adapted to (need more of a focus on FASD and Autism, behaviour support, collaboration with classroom teachers, professionalism, mental health, and adaptations). All interviewees were excited at the idea of UFV's School of Education overseeing the certificate, making the program EA specific, revamping the learning outcomes based on feedback, and considering laddering options for EAs to pursue a teaching career in the future. Given that EAs and teachers work in a co-operative, respectful working relationship, there are some distinct responsibilities for each role and some shared responsibilities. It seems therefore logical that the EA program should be closer associated with the BEd program.

The Program Working Group then engaged in a comparison between the current program and the suggestions from interviewees and the program review executive report. A redistribution, adding, and removing of learning outcomes was completed. This led to recommending the creation of two new courses (removing two courses from the original certificate, SOWK 110 and HSER 195), major shifts in the learning outcomes and titles of three courses, and a change in the name of the certificate to make it clearer that this program is for EAs. These changes also enable some laddering options in the future if graduates wish to work towards a BEd. Given the changes to an EA focus and the environmental scan, and wanting to make transfers easier, we would also propose a new course code, EDAS, to be consistent with the field.

With the hope that there will be increased enrolment numbers in the next few years, we wanted to address how we would manage competitive enrolment. As such, we included reference to points being allocated for professional development and/or courses related to Indigenous history/education, social justice, and inclusive education. We removed reference to 30 points being allocated for a specific area, as we are looking to align with admission processes within the School of Education, where admission points are tallied out of 10. Similar to the Bachelor of Education, specific point allotments per variable are not included in the academic calendar.

These changes were then shared with the Director of the School of SWHS. The Director was supportive of these changes and appreciated that graduates of this certificate would still be able to apply to the Social Service Worker diploma or Bachelor of Social Work if students decide to take that route in the future.

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

In July 2024, UFV's new Institutional Learning Outcomes will come into effect. The revisions to these ILOs align with the overall values and commitments of the School of Education. Although inclusion and equity have been part of the existing program's learning outcomes, we have refined them further to include Indigenous world views, perspectives, and knowledge systems in all courses (ILO #5). EAs work in environments where they advocate for inclusive spaces and valuing/promoting diversity as strength-based. Recognizing systemic barriers and helping to remove these is part of this work (ILO #7).

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

Every course (new or revised) addresses the support of Indigenous students or decolonizing practices at least twice to ensure this remains a focus throughout every course (not just within one course).

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

Please see attached budget overview (Appendix B). Any additional costs will be established in consultation with the Provost's Office and will be added to the School of Education budget in due course.

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

This change is expected to increase student enrolment for the following reasons: (a) interviews within local districts included notification of this revision and the development of a preference for this program given the inclusion of the key needs identified by districts, (b) marketing that is specific to becoming an EA (rather than marketing for a combined school and community support worker), (c) the ability to apply to the Social Service Worker diploma, the Bachelor of Social Work, and/or the Bachelor of Integrated Studies towards the post-degree BEd, and (d) lowering the costs slightly through removal of one extra credit (EDAS 131).

We anticipate flexible course offerings (online synchronous, asynchronous, hybrid, evening, and Saturday), thus attracting students with other work or family commitments.

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

The same number of courses will be required. The extra credit for EDAS 131 will be removed reducing the credit total to 30 credits.

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 School of SWHS will retain and revise one certificate course, HSER 195, as an elective in community inclusion. The School of Education will communicate with the School of SWHS about offering HSER 120 and SOWK 225. Two new courses would be created. To become consistent with School of Education courses, there will be an increase in the number of seats to 32 in all EDAS courses (see Appendix C).

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

   The Director of SWHS commented on student feedback that PSYC 250: Introduction to Developmental Psychology has been problematic for students as it has a prerequisite that is not needed from the program. We also learned through the Institutional Research Office that only five students took PSYCH 250 during the last five years towards the SCSW certificate. Consequently, we are replacing that with EDUC 200: Educational Psychology, as it includes a prerequisite that students would meet in the second semester. It has a stronger focus on what happens in classrooms, learning theory, and is needed if graduates want to enter the BEd in the future. See Appendix D for confirmation from the College of Arts.

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.

    This memo has not been received as of yet but will be included towards the submission to UEC.

Appendix A

Environmental Scan: Education Assistant Programs

Institution	Credits/cost if known	Courses	Duration	Practica	Notes
Kwantlen Education Assistant Program	34.5 credits Approx.. $7,200 plus texts	**Fall 2023*** EDAS 1101 - Including Diverse Learners in Schools EDAS 1105 - Supporting Learning in Schools EDAS 1120 - Introduction to Practice and Positive Behaviour Support EDAS 1131 - Interpersonal Communications EDAS 1163 - Themes in Child and Adolescent Development ENGL 1104 or equivalent - Reading and Writing Skills for Educational Assistants **Spring 2023*** EDAS 1225 - Alternative and Augmentative Communication EDAS 1271 - *Practicum One* EDAS 1282 - Health and Personal Care EDAS 1305 - Overview of Curriculum for Inclusive Schools EDAS 2121 - Supporting Students with Autism Spectrum Disorders EDAS 1371 - *Practicum Two*	**Part-time:** classes are fully online, two years of study (p/t), two evenings a week plus three Saturdays a month, **Full-time:** nine months, Monday through Friday, face-to-face at Langley campus	Two four-week practica (f/t) in schools	Includes intro to autism, and ABA, inclusion, supportive learning, positive behaviour support, interpersonal communication, CM, mental health etc.
Vancouver Career College Education Assistant	No information on web	**BC-ORIENT** / School and Program Orientation **BC-PRD** / Academic Success Strategies **BC-EA-ITC** / Introduction to Technology **EA100** / Being an Education Assistant **EA110** / Foundations of Inclusive Education **EA120** / Child and Adolescent Development **EA130** / Communication and Communicative Disorders **EA135** / Augmentative and Alternative Communication **EA140** / Professional Communication for the Education Assistant **EA150** / Teaching Students with Learning and Behavioural Differences	45 weeks	Two four week practica (f/t)	

		PD-NCI / Non-Violent Crisis Intervention® Foundation Course **EA160** / Autism Spectrum Disorder and Applied Behaviour Analysis **PD-ASD** / Introduction to Autism Spectrum Disorders: Practical Applications **PD-ABA-01** / Introduction to Applied Behaviour Analysis: Part 1, Instruction **EA161** / Introduction to Picture Exchange Communication Systems **EA170** / Teaching Students with Mental Health Disorders **PD-ASIST** / Applied Suicide Intervention Skills Training **EA180** / Working with Learners with Reading and Math Challenges **EA298** / Education Assistant Practicum I **EA298T** / Practicum Touchback Sessions **EA200** / English Language Learning in Special Education **EA210** / Supporting Learners with Fetal Alcohol Syndrome **EA230** / Supporting Learners with Hearing and Visual Impairments **EA220** / Supporting Learners with Acquired Brain Injury, Physical, and Chronic Health Impairments **EA250** / Teaching Life Skills **EA251** / Trauma in Children and Youth **EA260** / Supporting Personal Care **PD-MEDADM** / Assisting with Medications in the School System **PD-WHMIS** / WHMIS **PD-SFA-CPRC** / Standard First Aid with CPR-C and AED **EA299** / Education Assistant Practicum II **EA299T** / Practicum Touchback Sessions **CES4** / Career and Employment Strategies			
Riverside College Mission	Education Assistant Certificate, $11.000 only for those students over the age of 19	Students who are under the age of 19 can attend the program at no charge, those over 19 years of age pay $11.000 in tuition. The program is 10 months with a single instructor.	42 weeks, f/t,		Certifications: BLS First Aid (Basic Life Support)

Public Schools		There is no course specific information on the website. In 2023 9 students were enrolled. The program will be suspended for 2025			Food Safe Non-Violent Crisis Intervention
Sprott Shaw College	Education Assistant Diploma	Supporting Students with Academic Challenges Supporting Students with FASD Autism and Related Disorders Applied Behaviour Analysis Picture Exchange Communication Roles and Responsibilities of an EA Supporting Students with Exceptionalities Special Education in Canada Interpersonal Communication Assistive Technology Supporting Personal Care Adolescent Growth and Development Diversity in the Classroom Child and Youth Mental Health Youth at Risk Trauma and Self-Care Guiding and Caring Strategies for Student Success Career and Pro-D Field Placement Practicum	43 weeks	Either two 90 hour practica, or one 180 hour practicum	
Columbia Bible College	Education Assistant Certificate $5950 incl. texts	EDUA 121 Child, Adolescent & Adult Development Modular weekend EDUA 122 Health & Wellness Modular weekend EDUA 123 Inclusion & Behavior Management Evening Educator's Conference Weekend EDUA 124 Learning & Support Strategies Evening EDUA 125 Interpersonal Communication Modular weekend EDUA 126 Christian Worldview Modular weekend EDUA 127 Practice, Practicum, & Account. EDUA 128 Community Diversity and specialized supports	1 year f/t, p/t option available 14 credits	2 credits	

Appendix B
Budget and Resources Analysis

Inclusive Education Assistant Certificate

School of Education (originally part of the School of Social Work and Human Services)

1)   **Provide the program outline of the required new and existing courses by semester; include details of course credits, contact hours and class size restrictions.**

Please see table below comparing the old and new program. These changes, and the move to the School of Education, have been suggested and supported by the Dean of FECHD. We have shared the proposed changes with the Director of the School of Social Work and Human Services and have not received any objections. A pre-placement seminar course, HSER 127, was discontinued in 2019 when SWHS hired a Coordinator of Practicum and Internship. This one credit was added to HSER 131 at that time and will be removed. Differential tuition charges are currently applied for some courses to ensure the program's viability. Contact hours remain the same for all three credit courses (45 hours). Class size restrictions are being brought up to match those already used in the School of Education. This may have some budget implications.

2)   **a. Describe the space and equipment needs for the program (classrooms, computer labs, special software, other equipment). b. If the resources are not currently available, describe in detail what additional resources are needed, and what they will cost.**

For the first two years of the program, one classroom will be needed on the Abbotsford (1st year) and Chilliwack (2nd year) campuses. Inclusive Education Assistants work with a variety of assistive technologies to help students communicate and support their learning. Faculty and staff in the School of Education will connect with Set BC, who has provided these technologies on loan for students with complex needs.

3)   **a. Does the program require additional faculty or staff (include support courses, more frequent offerings of existing courses, technical help, program administration, advising)? b. what effect will the program have on existing faculty and staff?**

This program would move to the School of Education. It would require a .5 program coordinator to run practicum, three credits for a program chair, additional .2 school coordinator, and the hiring of one full-time Type B faculty. There is an in-house advisor for the School of Education that would support this program as part of their current workload.

4)   **What effect will this program have on domestic FTE at UFV? Are new FTE expected to be generated or will the program be an alternate choice to existing domestic students? How will student enrolment in other programs be affected?**

As this is a major program revision, no new FTEs are needed for this program. No other programs would be affected.

5) **What is the expected demand for the program by both domestic and international students (initial demand and ongoing)? What is the labour market demand for students from this program? Which other institutions offer similar programs?**

There are currently five institutions that offer a similar program; however, two of those institutions do not offer transfer credit and one is a private Christian college. One program in Mission has been suspended in anticipation of the UFV Inclusive Education Assistant program offering an intake for 2025. Currently, there is such a high demand for Education Assistants by local school districts (along with concerns that graduates do not have the skills necessary for today's schools) that some school districts are considering running their own programs. Please see attached chart for a description of these five other programs (Appendix A).

6) **What is the proposed tuition rate and student fees for the program and how does it compare with other institutions offering similar programs?**

UFV Tuition would be: $5380.50. Given that this is a one-year, two semester program, additional fees would be: $331.80 for a total of $5712.30. This is comparable with other programs (see attached chart).

7) **How cost effective is the program? How does it use resources effectively?**

Given that this program would use resources like the current BEd program, resources will be used effectively. Eventually, once the program has grown a name for itself, it can be run solely out of the Mission Campus where the School of Education is located, thereby increasing its effectiveness. Furthermore, the structure of the School of Education, with its strong contacts within schools, will be better able to coordinate and support practicums. In many ways, the School of Education will be providing complete support and connections with school districts as it works with practicum students in schools for early childhood education, K to 12 teaching, and education assistants.

8) **How would the success of the program be evaluated and what targets are expected to be achieved?**

We expect to run the program at the Abbotsford campus in its first year, Chilliwack campus for its second, and Mission for its third. By the third year we expect to be running at full capacity. We will be seeking feedback from school districts regarding the successes and challenges of the program. An advisory committee would be established with members from the school district in order to enhance this collaboration. This, combined with student feedback on the program, will be used to evaluate its effectiveness.

Appendix C

Program Comparison

School and Community Support Worker Certificate (existing)		Cr.	Max	Inclusive Education Assistant Certificate (proposed)		Cr.	Max
CMNS 125 or ENGL 105	Communicating professionally to Academic and Workplace Audiences or Academic Writing	3 cr.	25	CMNS 125 or ENGL 105	Communicating professionally to Academic and Workplace Audiences or Academic Writing	3 cr.	25
HSER 120	Interpersonal Communications for Human Services	3 cr.	24	HSER 120	Interpersonal Communications for Human Services	3 cr.	24
HSER 190	Introduction to Community and School Support	3 cr.	30	EDAS 190	An Overview of Inclusive Schooling	3 cr.	32
HSER 192	Supporting Students in Schools	3 cr.	30	EDAS 192	Support Strategies for Students in Schools [a]	3 cr.	32
SOWK 110	Introduction to Social Work and Social Services	3 cr.	32	EDAS 181 *(new course)*	Supporting the Autonomy, Belonging and Competence of Students with Complex Needs	3 cr.	32
HSER 131	SCSW Practicum (200 hours)	7 cr.	16	EDAS 131	Inclusive Education Assistant Practicum, will be offered as A and B to allow p/t and two locations	6 cr.	32
HSER 194	Education Assistants and Inclusive Schools	3 cr.	30	EDAS 194	The Role of the Education Assistant in Inclusive Schools [a]	3 cr.	32
HSER 195	Relationships and the Community	3 cr.	30	EDAS 182 *(new course)*	Social Emotional Learning and Mental Health in Schools	3 cr.	32
SOWK 225 or PSYCH 250	Human Behaviour and the Social Environment or Introduction to Developmental Psychology	3 cr.	32	SOWK 225 or EDUC 200	Human Behaviour and the Social Environment or Educational Psychology	3 cr.	32
Total		**31 cr.**		Total		**30 cr.**	

[a] Course has been revised with a redistribution of, and inclusion of new, learning outcomes.

Appendix D

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Sent: February 5, 2024 3:16 PM
To: Andrea Hughes <Andrea.Hughes@ufv.ca>
Cc: Barbara Salingre <Barbara.Salingre@ufv.ca>
Subject: Changes to School and Community Worker Certificate: Psych 250

Hiddy Ho Andrea,

I hope you are doing well. I am emailing you in your role as department head for psychology. As part of its major program revisions to the School and Community Worker Certificate (SWHS), this program is being transferred over to the teacher education program and being rebranded as an Education Assistant certificate program. This involves many changes to the courses within the 1yr certificate program. At present, PSYCH 250 is currently an alternative to taking SOWK 225 (Human Behaviour and the Social Environment). Based on feedback from our surrounding school districts, and recommendations from the Director of the School of Social Work and Human Services (SWHS), we are recommending that PSYCH 250 NO LONGER BE AN ALTERNATIVE TO SOWK 225. The reasons for this change are two-fold:

- Very few students choose to take PSYCH 250 because it has prerequisites (SOWK 225 does not) that are not required for the certificate.
- Given the focus on education assistants, rather than community support workers, EDUC 200 would be a better alternative. EDUC 200 does not have any prerequisites and can be used towards entry to the BEd if that is a future goal of students.

I wanted to know how many potential PSYCH 250 students this could impact (as well as enrolment for you). I reached out to the institutional research office to find out how many Certificate holders who had completed the program in the last five years had taken PSYCH 250. Over the past five years there have only been 5. As a result, we do not see this impacting future students or enrolment numbers for PSYCH 250 in any significant way.

As part of the major revisions process at UFV, I am seeking your support as this change could potentially impact your program. I seek to use your email response in our application for major revision. Please let me know if you have any concerns with this program change. I look forward to hearing from you. Thank you.

Take care and Kw'as ho'y,
Sheryl

Sheryl MacMath
Department Head, Teacher Education Department
University of the Fraser Valley
Residing on Stó:lō Temexw
Preferred pronouns: she, her, they

February 5, 2024, 6:11pm

Hello Sheryl,

Thank you for your thoughtful consideration of the impacts of this change on the psychology program. Given that so few students take the PSYC 250 option for the requirement in the SWHS program, I do not believe that this change will significantly impact our enrolments. Thus, I am happy to support this change going forward.

All the best,

Andrea

Andrea Hughes
Associate Professor, Psychology
University of the Fraser Valley
I respectfully acknowledge my privilege to live and work on the traditional, unceded territory of the Stó:lo peoples.

Appendix E

e-mail response from Curtis Magnuson
2024-03-21, 12:28pm

Good morning Sheryl,

I confirm that you and Barbara Salingre met with me on Tuesday, January 9, 2024, to review your department's proposed changes to the School and Community Support Worker certificate program. A number of the proposed changes are in line with what the School of Social Work and Human Services was already planning, including the removal of SOWK 110 and HSER 195 from the program, among others. I have not seen the proposed learning outcomes to EDAS 190, 192, 131, and 194, but in our meeting Barbara confirmed that this work was underway.

I also confirm that, in discussion with our Dean, Dr. Allyson Jule, the School of Social Work and Human Services anticipates no impact on our programming as a result of these changes. I wish you and your colleagues well with your proposal.

Best wishes,

Curtis Magnuson, RSW, Director
School of Social Work and Human Services
University of the Fraser Valley | Stó:lō Territory

33844 King Road, Abbotsford, BC V2S 7M8
Phone: 1 (604) 504-7441 Local 4802
Email: Curtis.Magnuson@ufv.ca

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Sent: Thursday, March 14, 2024 12:15 AM
To: Curtis Magnuson <Curtis.Magnuson@ufv.ca>
Cc: Barbara Salingre <Barbara.Salingre@ufv.ca>
Subject: School and community worker certificate

Hiddy Ho Curtis,
I hope you are doing well. I am emailing you in your role as director for the School of Social Work and Human Services. Based on Allyson's suggestion, we have consulted with school districts with regards to the possibility of having a certificate in the school of education specific to education assistants. There is a great deal of interest in this and our plan is to revise the school and community worker certificate to become an inclusive education assistant certificate.

I am attaching the recommended changes in courses for the certificate that we reviewed at our January meeting. This outlines:

- The creation of a new program code: EDAS
- Rewriting of learning outcomes for HSER 190, 192, 131, and 194 (to become EDAS 190, 192, 131, and 194)
- Creation of two new courses (no longer using SOWK 110 or HSER 195
- Continued use of HSER 120

As part of our application for major program revision, we would like to include an email thread from you confirming that we: (a) overviewed these changes with you, and that (b) you do not object to these changes even though this may impact your programming.

If you are comfortable with this, please respond to this email in the affirmative. If you have any questions or concerns, please let me know. Thank you for considering this request.

Take care and Kw'as hó:y,
Sheryl

Sheryl MacMath
Department Head, Teacher Education Department
University of the Fraser Valley
Residing on Stó:lō Temexw
Preferred pronouns: she, her, they

MEMO

To: Undergraduate Education Committee

From: Allyson Jule, Dean of the Faculty of Education, Community, and Human Development - FECHD

Cc: Sheryl MacMath, School of Education
              Barbara Salingré, Chair, EA Certificate Program Working Group
              Angie Reid, FECHD Committees Assistant

Date: May 10, 2024

Subject: Program change for School and Community Worker Certificate

Please accept this memo in support of the proposed revisions to the School and Community Support Worker Certificate, currently offered in the School of Social Work and Human Services, as it moves to the School of Education under the new name: Inclusive Education Assistant Certificate. The School of Education has been in conversations with the School of Social Work and Human Services over this past year to ensure that students currently enrolled in the School and Community Support Worker program are aware of the change in focus, effective Fall 2025. Due to the promotion of and the enrollment of students for the Fall of 2025, the School of Education has worked hard to get the program ready for the changes.

I have been in discussions with the Provost regarding this program; it is even featured in the Vision for Mission booklet as a new program for Fall 2025. There will be some additional funding needed in the range of $60,000 to $190,000 depending on staff changes (retirements, resignations, etc.). As you will see in the program change memo, there have been conversations with Finance to clarify the costs of moving the program and supporting the program in Mission.

Kind regards,

Allyson Jule
Dean, FECHD

B385 33844 King Rd., Abbotsford, BC V2S 7M8 • Tel: 604-504-7441 ext. 4055 • ufv.ca/education-community-human-development • @UFV_FECHD

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Inclusive Education Assistant~~School and Community Support Worker~~ certificate

This one-year, 30~~1~~-credit program prepares students to work with school-aged children and youth in schools~~children and adults with diverse abilities~~. Under the direction~~supervision~~ of classroom teachers and learning support specialists, inclusive education assistants~~graduates~~ provide personal care, behavioural and learning support. They facilitate meaningful inclusion, communication, and social interaction. Inclusive education assistants can support students with diverse abilities in elementary, middle, and high schools in a variety of settings, including regular classrooms, learning support rooms, work experience sites, or in life-training settings. Graduates of the Inclusive Education Assistant certificate can choose to continue their careers and use their credits towards completing a degree at UFV and eventually becoming teachers themselves. Graduates can also consider continuing their studies in the area of community support or social services. ~~work in schools as Education Assistants to support students' academic goals, address behavioural issues, and assist with personal care. Working in community and residential settings, graduates work with clients to develop and facilitate goals that increase community inclusion and support daily living activities.~~

The program can be taken on a full- or part-time basis. Part-time students may enroll in any available program course provided they meet the stated prerequisite and there is space. Part-time students may not be able to access all required courses in sequence. Qualifying Studies students and students in other programs may be able to enroll in some required courses if they meet the stated prerequisite and there is space.

~~Some credits are applicable to the **Social Service Worker diploma** program. Consultation with an Academic Advisor is recommended.~~

Assessment of prior learning is available for qualified students.

Entrance requirements

1. One of the following:
   - ○ B.C. secondary school graduation or equivalent with an overall C average, or .
   - ○ Successful completion of at least nine university-level credits that are required by the School and Community Support Worker certificate program with a minimum GPA of 2.00.
2. Pprerequisites for **CMNS 125** or **ENGL 105**.
3. Demonstrated ability to work with people children with of diverse ages and abilities is required. Evidence of this may include volunteer and/or paid work in classroom settings with children or in the community with children. or adults. This is demonstrated through submission of the Additional Application Information Form (see below).

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**.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see **Specific intake application process**.

How to apply

Apply online at **ufv.ca/admissions/apply**.

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent.

- Evidence of having met the prerequisites for **CMNS 125** or **ENGL 105**.
- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.
- An Additional Application Information Form detailing related education, work, and volunteer experience related to your work with children, including a personal statement of at least 250 and no more than 500 words (available at **ufv.ca/registrar/forms**).
- Two recent, satisfactory letters of reference from employers, teachers, or volunteer supervisors who are qualified to comment on the applicant's ability to work with children and youth~~people~~ of diverse abilities. These must be on reference forms available from the School of Education~~**School of Social Work and Human Services**~~.

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

1. All complete applications received by January 31 will be reviewed.
2. Successful admission to the program will be assessed using a competitive point-rating system. Points are awarded for the following: academic performance, related volunteer ~~and~~and/or work experience (demonstrating the quantity and variety of experiences you have had with children from different ages, cultures, abilities, etc.), professional development, and/or course work in relation to Indigenous history/education, social justice, and inclusive education. Professional suitability of applicants will be assessed using transcripts, personal statement, resume, and two reference letters. This information is included in the ~~a~~Additional ~~a~~Application Information ~~f~~Form. Those applicants who have had more time with children in a variety of locations and roles, higher grades, stronger references, and

more courses/professional development around Indigenization, social justice, and/or inclusive education will obtain a higher admissions score. ~~Professional suitability of applicants will be assessed using a point rating system. Up to 30 points are awarded for each of academic performance, related volunteer and/or work experience, and a personal statement, including an assessment of writing ability; and up to 10 points for two reference letters. Admission will be granted on a first-qualified, first-served basis to those who score above the required threshold.~~

3. Only those who submit complete applications and score above the required threshold will be considered.

Fees and additional costs

See the **Fees and Other Costs** section. In addition to tuition and required textbooks, other expenses include criminal record checks, first aid training, and travel to and from practicum sites.

Program duration

Students may elect to take this program on either a full- or part-time basis. Students have a maximum of four years to complete the program under the requirements that were in place at the time they were admitted to the program.

Program outline

Semester I

Course	Title	Credits
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
or ENGL 105	Academic Writing	
HSER 120	Interpersonal Communications for Human Services	3
EDAS~~HSER~~ 190	~~Introduction to~~ An Overview of Inclusive Schooling~~Community and School Support~~	3

EDAS~~HSER~~ 192	Support Strategies for ~~ing~~ Students in Schools	3
EDAS 181~~SOWK 110~~	Supporting Students with Autism and Fetal Alcohol Spectrum Disorder (FASD)~~Introduction to Social Work and Social Services~~	3

Semester II

Course	Title	Credits
EDAS~~HSER~~ 131	Education Assistant Practicum~~SCSW Practicum~~	6~~7~~
EDAS~~HSER~~ 194	The Role of the Education Assistants in~~and~~ Inclusive Schools	3
EDAS 182 ~~HSER 195~~	Social Emotional Learning and Mental Health in Schools ~~Relationships and the Community~~	3
SOWK 225	Human Behaviour and the Social Environment	3
or EDUC 200~~PSYC 250~~	Educational Psychology ~~Introduction to Developmental Psychology~~	

Practicum regulations

Admission to the program does not guarantee placement in a practicum; they must be in good standing in their program to enrol for practicum. ~~and students are not guaranteed the practicum of their choice.~~ A program GPA (PGPA) of 2.00 is required for practicum placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student misconduct proceedings will not be permitted to register in the practicum. Students are not guaranteed the practicum of their choice. Students are required to register for the practicum course on the campus closest to their practicum. ~~A program GPA (PGPA)PGPA of 2.00 is required for practicum placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student misconduct proceedings will not be permitted to register in the practicum.~~

The Practicum ~~and Internship~~ Coordinator will assess students' readiness for practicum on their knowledge, skills, and professionalism based on their performance in EDAS courses. Each practicum requires a minimum of 200 hours (two to four days per week for 13 to 15 weeks). Students can take the practica as

EDAS 131A and EDAS 131B, if they prefer to take the practicum on a part-time basis. Concurrent with the practicum, students attend mandatory seminar classes.

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 (CRC). This is a requirement before students can participate in any practicum placements. Upon admission to the program, directions will be provided for admitted students to initiate and pay for the CRC, so that the clearance letter can be received at least one month before starting the practicum.

~~A criminal record check completed through the Criminal Records Review Program (CRRP) is required before practicum placement.~~ Record checks completed through the RCMP or local police detachments do not meet B.C. government requirements.

~~Prior to practicum placement, all students~~ Please note that prior to being hired by a school district, ~~are required to have~~ a valid first aid certificate (Red Cross Basic Life Support, Occupational First Aid Level 1, or St. John Ambulance Standard First Aid) will be required.

Program continuance

Students must maintain a PGPA of 2.00 to be considered for practicum placement and graduation.

All HSER and SOWK required courses must be completed with a grade of C (2.00) or better. Students who are not making satisfactory progress will be required to withdraw from the program. Unsatisfactory progress includes but is not limited to:

- Being placed on academic warning or probation
- Having been identified for academic misconduct.
- Failing two or more required courses in one semester.

- Failing a required course twice.
- Failing to achieve the minimum grade of C in a required course twice.
- Failing a practicum.
- Failing to maintain a PGPA of 2.00.

Undergraduate continuance

See the **Academic standing and undergraduate continuance** section of the academic ~~C~~calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Residency

Students are required to complete a minimum of 30~~1~~ credits. At least 50% of these must be completed at UFV.

Maximum length of time to complete program

Students are allowed up to four consecutive years to complete the program ~~under the requirements that were in place at the time they were admitted.~~.

Course listings

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

Memo for Course Changes

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education
       Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for revision of HSER 131, Education Assistant/Community Support Worker Practicum

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

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

2. Rationale for change: This practica course has been updated to reflect the environment of K-12 schools exclusively. The overall number of credits has been reduced from 7 to 6, as the course previously counted an extra credit for a seminar. The hours, however, was already comparable to 6 credits. Except for one learning outcomes, all others have remained the same. The advisory note of the valid first aid certificate has been removed, as this is no longer required for practica, rather for being hired with a school district. An advisory note will remain in the program section of the calendar. HSER 195 has been removed from the prerequisite, as this course will no longer be part of the Inclusive Education Assistant certificate. In addition, the practica can be offered as EDAS 131A and EDAS 131B, so that students who are studying on a part-time basis have the opportunity to complete the practica. The revised course title will be **"Education Assistant Practicum, EDAS 131".**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): There are no substantial changes, other than specifying the K-12 school context of the practicum. One single learning outcome has been added, which reflects the feedback from the consultations with school districts.

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)? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

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 practicum is committed to preparing students with Indigenization processes and content prior to their interactions in the environments of the schools they are placed in so as to support students from many cultural backgrounds, including students with Indigenous ancestry.

   ~~The practicum is contributes to Indigenization efforts as many of the support environments in schools will have students present from many cultural backgrounds, including students with Indigenous ancestry.~~

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The practicum addresses principles of equity, inclusion and diversity, as the work experience will focus on supporting students with diverse abilities and backgrounds through a strength-based 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. The class size limit has remained at 16. The overall credit value has been decreased from 7 to 6, and the total hours are in line with other comparable 230 hour practica.

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

ORIGINAL COURSE IMPLEMENTATION DATE:		March 1990
REVISED COURSE IMPLEMENTATION DATE:		September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**		August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 131	**Number of Credits: 6** Course credit policy (105)

Course Full Title: Education Assistant Practicum
Course Short Title: Education Assistant Practicum

Faculty: Faculty of Education, Community, & Human Dev.	**Department:** School of Education

Calendar Description:

Supervised field experience in a school inclusion setting. Students must also attend field education workshops and seminars that are grounded in social justice, equity, diversity, Indigenization, decolonization, and inclusion.
Note: Students with credit for HSER 131 cannot take this course for further credit.
Note: This course is offered either as EDAS 131 or EDAS 131A and EDAS 131B.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate, EDAS 190 (formerly HSER 190), EDAS 192 (formerly HSER 192), HSER 120, one of (CMNS 125 or ENGL 105), and ~~good academic standing~~department permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	EDAS 194 (formerly HSER 194).

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

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

Former course code/number: **HSER 131**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

Special Topics course: **No**

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

Directed Study course: **No**

  (See policy 207 for more information.)

Grading System: **Credit/No Credit**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 16**

Typical Structure of Instructional Hours

Lecture/seminar	24
Practicum	200
Total hours	**224**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Students must complete a practicum at the end of this program

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**

  (If yes, fill in transfer credit form.)

Department approval		**Date of meeting:**	February 20, 2024
Faculty Council approval		**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 2024

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

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

1. Demonstrate professionalism while working within the school setting's mission and vision.
2. Differentiate between personal, societal, and professional values and obligations.
3. Examine the setting's policies and procedures in the context of professional obligations.
4. Reflect on topics including professional boundaries, self-care, and work-life balance.
5. Establish personal learning outcomes as they relate to the setting's mission, service delivery, and professional practice.
6. Demonstrate effective teamwork while exploring the dynamics of the team.
7. Reflect on social justice, equity, diversity, and inclusion issues in the school setting.
8. Examine the continuing impacts of colonization, while recognizing the continuous resurgence and resilience of Indigenous peoples.
9. Attend to medical and personal hygiene needs as outlined by the individual education plan.

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

Assignments:	15%		%		%
Practicum:	85%		%		%

Details:

Students must participate in field education, workshops, practicum seminars, and complete all assignments (e.g., journals, seminar participation).

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

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

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos.

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	UFV	Field education practice guidelines	current
2.				
3.				
4.				
5.				

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

Course Content and Topics

1. Practicum expectations, personal learning outcomes, and evaluation methods.
2. Professionalism (limits of confidentiality, etc.).
3. Preparation for supervision.
4. Effective use of self in the helping relationship.
5. Indigenous ways of knowing, cultural humility, diversity, and social justice.
6. Professional boundaries, ethical practice, and self-care.

Memo for New Course

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education
    Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for new course Supporting the Autonomy, Belonging and Competence of Students with Complex Needs, EDAS 181

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):

   After the program review of the School and Community Support Services certificate, one recommendation suggested gathering feedback from all stakeholders to envision some changes. The PWG completed 15 interviews with six School District administrators in relation to Student Support Services (learning assistance). It was revealed during these interviews that a course focussing on support for students with autism and Fetal Alcohol Spectrum Disorder (FASD) would be needed for future education assistants. An environmental scan of other comparable programs revealed that such a course is included in education assistant programs in general. After consultation with faculty within the Teacher Education department, it was decided to not name the course specific to FASD and Autism, as that can lead to stigma and deficit assumptions. Instead, to align with a strength-based classroom approach, this course focusses on autonomy, belonging and competence for those with complex needs and the important role that inclusive EAs play in advocacy. This new course will be part of the Inclusive Education Assistant certificate.

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 proposed EDAS 181 course has a key focus on strength-based inclusion. This aligns with LO#7, advocating for equity diversity and inclusion. Inclusive Education assistants contribute locally (LO#6) and reflection (LO#8) is considered the basis of future professional development. Effective communication (LO#3) is threaded throughout every EDAS course, including the practicum.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No

4. Which program areas have been consulted about the course? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

5. If a new discipline designation is required, explain why: EDAS (Education Assistant) is the course abbreviation that is used at KPU. KPU's EDAS courses are transferable to UFV. Other private colleges use EA or EDUA. The PWG considered several abbreviations, and feel that EDAS should be used,

given that this fits better with the School of Education. And would be more easily identifiable outside of the institution rather than HSER.

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 School of Education has two specific commitments towards Decolonization and Indigenization. The First Peoples Principles of Learning will be woven through every course. In addition, this course includes a learning outcome that has students discuss how cultural practices are critical to supporting Indigenous students who may have FASD or ASD. Another learning outcome has students analyze how experiences of students from equity seeking populations could be disproportionally affected by ASD/FASD. It is the goal of the Inclusive Education Assistant certificate to have graduates consider their own identities in relation to Indigenous cultures and increase their cultural competencies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course is about strength-based student supports and has a heavy focus on social, emotional, and academic 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.: The class size limit has been set at 32. It is suggested in the content area to include a guest presentation by POPFASD.

9. Estimate of the typical costs for this course, including textbooks and other materials: similar to all undergraduate courses. The texts are $150. This is equivalent to what was used in equivalent courses at other institutions.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2025
REVISED COURSE IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 181	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Supporting the Autonomy, Belonging and Competence of Students with Complex Needs
Course Short Title: Supporting Complex Needs

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Education

Calendar Description:

Focuses on how to advocate and support those with complex needs, especially those with Fetal Alcohol Spectrum Disorders (FASD) and Autism, in order to contribute to educational experiences that develop the autonomy, belonging, and competencies of all students.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	NONE

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Typical Structure of Instructional Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **No**

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

Department approval	**Date of meeting:**	February 20, 2024
Faculty Council approval	**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 2024

EDAS 181   University of the Fraser Valley Official Undergraduate Course Outline   Page **2** of **2**

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

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

1. Describe the impact of ASD and FASD on development.
2. Reflect on personal biases in relation to ASD and FASD.
3. Design supportive learning environments for students with ASD and FASD.
4. Demonstrate the use of positive behaviour support to reduce the behavioural challenges of students with ASD and FASD.
5. Apply augmentative and alternate communication strategies to case study examples.
6. Articulate strategies to promote emotional regulation for students with ASD and FASD.
7. Analyze how experiences of students from equity seeking populations could be disproportionally affected by ASD/FASD.
8. Discuss how cultural practices are critical to supporting Indigenous students who may have FASD or ASD.
9. Identify medical and personal hygiene needs as outlined by the individualized education plan.

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

Portfolio:	25%	Assignments:	20%	Holistic assessment:	10%
Quizzes/tests:	25%	Project:	20%		%

Details:
Quizzes 25%, assignment 20%, class presentation 20%, class engagement 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, seminars, 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	Supporting children with autism spectrum disorder	Morling, E. & O'Connell, C.	current
2.	Textbook	Calming the storm: Strategies for children with FASD	Ring, J.	current
3.	Online resource	Canfasd.ca———	Canada FASD Research Network's Commitment to Indigenous Partnership, Reconciliatory Research, and Action———	
4.	Online resource	fpcfr.com———	View of Vol. 13 No. 2 (2018): Special Issue: Audiovisual———	
5.				

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

Course Content and Topics:

1. Learning needs of students with ASD and FASD
2. Support services through the Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)
3. Learning how to adapt learning supports to needs specific to equity seeking students with ASD and FASD, including Indigenous students
3.4. Positive behaviour supports
4.5. Augmentative and alternate communication strategies
5.6. Technology to support augmentative and alternate communication
6.7. Emotional regulation as part of social emotional competencies
7.8. Non-violent crisis intervention
8.9. Medical and personal hygiene procedures

Memo for New Course

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education
　　　 Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for new course Social Emotional Learning and Mental Health in Schools, EDAS 182

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):

    After the program review of the School and Community Support Services certificate, one recommendation suggested gathering feedback from all stakeholders to envision some changes. The PWG completed 15 interviews with six School District administrators in relation to Student Support Services (learning assistance). It was revealed during these interviews that a course focussing on social emotional learning (SEL) and mental health would be needed for future education assistants. An environmental scan of other comparable programs revealed that such a course is included in education assistant programs in general. This new course will be part of the Inclusive Education Assistant certificate.

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 proposed EDAS 182 course has a key focus on strength-based inclusion and fostering student agency. This aligns with LO#7, advocating for equity diversity and inclusion. Education assistants contribute locally (LO#6) and reflection (LO#8) is considered the basis of future professional development. Effective communication (LO#3) is threaded throughout every EDAS course, including the practicum.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No

4. Which program areas have been consulted about the course? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

5. If a new discipline designation is required, explain why: EDAS (Education Assistant) is the course abbreviation that is used at KPU. KPU's EDAS courses are transferable to UFV. Other private colleges use EA or EDUA. The PWG considered several abbreviations, and feel that EDAS should be used, given that this fits better with the School of Education. And would be more easily identifiable outside of the institution rather than HSER.

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 School of Education has two specific commitments towards Decolonization and Indigenization. The First Peoples Principles of Learning will be woven through every course. In addition, three key learning outcomes are specific to mental health supports that recognize how trauma (past, current, and intergenerational) plays a role in students. The content further includes information on how experiences of students from equity seeking populations disproportionally are affected by mental health concerns. Further, the course includes a discussion on cultural practices that are critical to supporting Indigenous students towards positive mental health, recognizing the strength, resilience, and cultural sustainability that supports Indigenous students living with trauma. It is the goal of the Inclusive Education Assistant certificate to have graduates consider their own identities in relation to Indigenous cultures and increase their cultural competencies.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This course is about strength-based student supports and has a heavy focus on social, emotional, and academic 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.: The class size limit has been set at 32.

9. Estimate of the typical costs for this course, including textbooks and other materials: similar to all undergraduate courses. The texts are $150. This is similar to comparable courses at other institutions.

CWC comment and response:

- Learning outcomes #1 and #7 appear to be very similar.
  The LOS are different and we prefer to leave them as is.

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2025
	REVISED COURSE IMPLEMENTATION DATE:	
UNIVERSITY OF THE FRASER VALLEY	**COURSE TO BE REVIEWED** (six years after UEC approval)**:**	August 2030
	Course outline form version: 28/10/2022	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 182	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Social Emotional Learning and Mental Health in Schools
Course Short Title: SEL & Mental Health in Schools

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Education

Calendar Description:

Focuses on the complexity of social emotional competencies and mental health as they manifest in schools. Students further examine culturally- and community-oriented responses to support students in the school system, with special consideration of Indigenous perspectives and responses.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*			**Course Details**
Former course code/number:			Special Topics course: **No**
Cross-listed with:			*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):			Directed Study course: **No**
(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.)			*(See policy 207 for more information.)*
			Grading System: **Letter grades**
			Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		**Expected frequency: Annually**
Lecture/seminar	30	Maximum enrolment (for information only)**: 32**
Tutorials/workshops	15	

		Prior Learning Assessment and Recognition (PLAR)
		PLAR is available for this course.

	Total hours	**45**

Transfer Credit *(See bctransferguide.ca.)*

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

Transfer credit already exists: **No**

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

Department approval	**Date of meeting:**	February 20, 2024
Faculty Council approval	**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 2024

EDAS 182   **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 supports that foster students' social and emotional competencies through a trauma informed lens.
2. Utilize evidence-based strategies for teaching specific social skills.
3. Examine the education assistant's role in building trust using social emotional learning.
4. Describe how to assist students in building mental health literacy and self-regulation.
5. Describe how to facilitate students' agency to develop friendships and social skills.
6. Apply co-regulation strategies to support students' self-regulation in case studies.
7. Describe mental health supports that recognize how trauma (past, current, and intergenerational) plays a role.
8. Analyze how experiences of students from equity seeking populations disproportionly are affected by mental health concerns.
9. Discuss how cultural practices are critical to supporting Indigenous students towards positive mental health.

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

Portfolio:	25%	Assignments:	20%	Holistic assessment:	10%
Quizzes/tests:	25%	Project:	20%		%

Details:
Quizzes for 25%, assignment 20%, class presentation 20%, class engagement 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, seminars, 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	Ensouling our schools	Katz, J.	current
2.				
3.				
4.				
5.				

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

Course Content and Topics

1. Supports that foster students' social and emotional competencies through a trauma informed lens
2. Survey of strategies for teaching specific social skills and self-regulation
3. Social and Emotional Learning (SEL) include five broad, interrelated areas of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
4. Education assistant's role in building trust using social emotional learning
5. Building mental health literacy and reducing stigma
6. Student's agency to develop friendships and social skills
7. Co-regulation strategies to support student's self-regulation in case studies
8. Trauma-informed supports recognizing past, current, and intergenerational effects
9. Equity seeking populations are disproportionly affected by mental health concerns
9.10. Reciprocal learning – demonstrating your teaching – Indigenous student mentorship and engagement
10.11. The role of cultural practices in supporting Indigenous students towards positive mental health

Memo for Course Changes

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education
Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for revision of HSER 190, Introduction to Community and School Support

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: Based on consultations with six school districts, this course would be more focused on inclusion with the K-12 schooling context. While some of the learning outcomes and content remains, the focus is much more on service provisions in schools. This contextual overview of inclusive schooling is needed in order to address the roles of the Education Assistant in later course work. The revised course title would be "An Overview of Inclusive Schooling, EDAS 190".

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 content of this course aligns with LO#7, as education assistants are advocates for equity, diversity and inclusion. Professional communication (LO#3), and critical mindedness in examining personal values, attitudes, and person-centred language relate to LO#2. LO#5 is also addressed through examining the impact of colonization on Indigenous peoples in schools.

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)? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

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)](#).

   One of the learning outcomes of this course has students examine the impact of colonization on Indigenous peoples in schools. The course also includes a discussion on current trends in the education of Indigenous students, as well as issues related to Indigenous colonial history. First Peoples Principles of Learning and the TRC's calls to actions (specific to education) are key components.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The entire course addresses principles of equity, inclusion and diversity, as the key topic is the evolution of inclusion for students in K-12 school settings.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The class size limit has been increased from 30 to 32. We suggest that this course can be offered in multiple formats, in-person, synchronous, hybrid, etc.

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

ORIGINAL COURSE IMPLEMENTATION DATE: January 1990
REVISED COURSE IMPLEMENTATION DATE: September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2030
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 190	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: An Overview of Inclusive Schooling
Course Short Title: Overview: Inclusive Schooling

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Education

Calendar Description:

Introduces students to current service provisions within schools for people who have diverse abilities. Topics include the history of inclusive schooling, person-centred planning, Indigenous content and pedagogies, and the intersection of professional ethics and personal values.

Note: Students with credit for HSER 190 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **SSSW 190, HSER 190**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Typical Structure of Instructional Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	February 20, 2024
Faculty Council approval	**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 2024

Learning Outcomes

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

1. Describe the history of inclusive schooling and diverse abilities (normalization, self-determination, person-centred and strength-based approaches).
2. Review current service provision (self-advocacy, individual empowerment, personalized supports).
3. Examine personal values, attitudes, and person-centred language.
4. Articulate the impact of colonization on Indigenous people with diverse abilities in schools.
5. Discuss current trends in the education of Indigenous students, as well as issues related to Indigenous colonial history and Indigenous resilience and traditional strength.
6. Explore ethical expectations of Education Assistants.
7. Describe services and support available to diverse students within inclusive schools.
8. Explain how students can build social support networks (Social Emotional Learning, SEL).

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

Portfolio:	25%	Assignments:	20%	Holistic assessment:	10%
Quizzes/tests:	25%	Project:	20%		%

Details:

Quizzes 25%, assignment 20%, class presentation 20%, class engagement 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, seminars and presentations.

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sopon-Shevin, M.	Widening the circle: The power of inclusive classrooms	current
2.	Textbook	Carrington & McIntosh	Teachers These Days: Stories and Strategies for Reconnection and Kids These Days: A Game Plan for (Re)Connecting with Those We Teach, Lead, & Love	2021
3.				
4.				
5.				

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

Course Content and Topics

1. The history of inclusive schooling (normalization, social-role valorization, dignity of risk, self-determination, person-centred approaches)
2. Current service provisions (self-advocacy, individual empowerment, personalized supports)
3. The impact of personal values, attitudes, and person-centred language
4. The impact of colonization on Indigenous people with diverse abilities
5. Roles and stakeholders within K-12 inclusive education
6. Services available to people with disabilities (CLBC, Inclusion BC)
7. Services available to diverse students within inclusive schools
8. The process of person-centred planning (MAPS, PATH, Essential Life Planning)

Memo for Course Changes

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education

      Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for revision of HSER 192, Supporting Students in Schools

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: Based on consultations with six school districts, this course would be more focused on the inclusive support strategies within the K-12 schooling context. While some of the learning outcomes and content remains, the focus is much more on strategies for student engagement and learning. The learning outcomes include observation and recording skills, positive behaviour support, using the Universal Design for Learning approach, creating adaptations and advocating for student success. The revised course title would be **"Strategies to Support Students in Schools, EDAS 192".**

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 content of this course aligns with LO#7, as education assistants are advocates for equity, diversity and inclusion. Professional communication (LO#3), and critical mindedness in examining personal values, attitudes, and person-centred language relate to LO#2. LO#5 is also addressed through utilizing the First Peoples Principles of Learning to implement culturally sustaining supports for students with Indigenous ancestry.

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)? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

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).

   How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The entire course addresses supports that address issues of equity, inclusion and diversity, with special attention paid to Indigenous students, content, and pedagogy. In addition, the value of meaningful inclusion will be explored. The FFPL will be explored in order to implement culturally sustaining supports. We envision, that Aboriginal Support Workers, who currently work in schools would be guest speakers in this course discussing effective and culturally sensitive supports for students in schools.

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. The class size limit has been moved from 30 to 32. We suggest that this course can be offered in multiple formats, in-person, synchronous, hybrid, etc.

8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): $100

CWC comment and response:

- Will the course pack be a physical paper copy, or an online selection of materials? Can some examples of readings be included?
  Not at this time.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	October 1990
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 192	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Strategies to Support Students in Schools
Course Short Title: Strategies to Support Students

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Education

Calendar Description:

Students will develop the skills and knowledge necessary to work effectively in schools, as directed by classroom and learning support teachers. They will explore the education assistant's role in achieving meaningful participation for diverse students in inclusive schools.

Note: Students with credit for HSER 192 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **HSER 192**	Special Topics course: **No**
	(If yes, the course will be offered under different letter designations representing different topics.)
Cross-listed with:	
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	February 20, 2024
Faculty Council approval		**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 2024

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

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

1. Explain the various roles of an Education Assistant as a collaborative member of the school-based team.
2. Demonstrate the effective use of instructional strategies to support student learning (1-1, and small group).
3. Discuss the value of advocating for meaningful inclusion of all students, especially historically equity seeking students.
4. Utilize the First Peoples Principles of Learning (FPPL) to implement culturally sustaining supports for all learners, including Indigenous learners.
5. Create adaptations and modifications for a variety of student strengths and needs, using the Universal Design for Learning approach.
6. Explore practices and processes that are likely to increase the confidence of students to engage in learning activities.
7. Employ observation and recording skills to create accurate descriptions of student behaviour and academic performance.
8. Explain the practise of Positive Behaviour Support (PBS) in the classroom.
9. Explain de-escalating strategies and the use of non-violent crisis intervention.
10. Describe the Education Assistant's role in identifying and responding to student safety concerns.
11. Describe supports that address issues of decolonization, social justice, equity, diversity, and inclusion.
12. Identify the components of an individual education plan.

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

Final exam:	0%	Quizzes/tests:	25%		%
Assignments:	50%	Portfolio:	25%		%

Details:
Case study 30% and additional assignment 20%.

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

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

Lectures, seminars, 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	Causton-Theoharis, J.	The para-professional's handbook for effective support in inclusive classrooms. Brookes Publishing	current
2.	Other	Course pack	UFV	
3.				
4.				
5.				

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

Course Content and Topics

1. Instructional strategies
2. Meaningful inclusion of diverse students
3. Adapting and modifying learning activities and materials
4. Visual aids for supporting learning
5. Creating learning environments for Indigenous students that recognize cultural identity and self-determination
6. FPPL in relation to culturally sustaining supports for students with Indigenous ancestry
7. Developing the confidence of reluctant and struggling learners
8. Observing and recording student behaviour
9. Multiple Intelligence Theory (Howard Gardner)
10. Positive Behaviour Support (PBS) and interpreting challenging behaviour as communication
11. De-escalation techniques and trauma-informed interventions
12. Task Analysis
13. Individual Education Plans
14. Professional development for the Education Assistant
15. Behaviour Plans

Memo for Course Changes

To: Undergraduate Education Committee

From: Sheryl MacMath, Department Head, Teacher Education
      Barbara Salingré, Chair, EA Certificate Program Working Group

Date: February 20, 2024

Subject: Proposal for revision of HSER 194, Education Assistants in Inclusive Schools

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: Based on consultations with six school districts, this course would be more focused on inclusion with the K-12 schooling context. While some of the learning outcomes and content remains, the focus is much more on the professional responsibilities of the Education Assistant. The learning outcomes for this course were previously spread over HSER 190, HSER 192 HSER 194 and HSER 195. The professional and ethical responsibilities of the Education Assistant are now consolidated in this course. The revised course title would be **"The Role of the Education Assistant in Inclusive Schools, EDAS 194".**

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 content of this course aligns with LO#7, as education assistants are advocates for equity, diversity and inclusion. Professional communication (LO#3), and understanding personal and professional boundaries relates to LO#2. LO#5 and LO#8 are also addressed through reflective practice and examining one's own identity and potential biases with students from diverse cultural backgrounds.

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)? Based on our Dean's suggestion, we consulted with school districts and overviewed the changes with the Director of the School of Social Work. There are currently no objections.

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).

   Recognizing that this course takes place on Stó:lō Territories, Indigenous content and pedagogy will be explored throughout this course. In addition, oOne of the learning outcomes of this course has students examining their role in building trust and provide flexible supports through a trauma-informed lens. In addition, students are asked to examine the role of the education assistant as advocates for meaningful inclusion, especially for equity-seeking students.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The entire course addresses principles of equity, inclusion and diversity, as the key topic is the role of the Education Assistant in focussing on supporting students with a strength-based 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. The class size limit has been increased from 30 to 32. We suggest that this course can be offered in multiple formats, in-person, synchronous, hybrid, etc.

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

UNIVERSITY OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2022
REVISED COURSE IMPLEMENTATION DATE:	September 2025
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDAS 194	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: The Role of the Education Assistant in Inclusive Schools
Course Short Title: EAs in Inclusive Schools

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Education

Calendar Description:

Students will explore the education assistant's professional and collaborative role in supporting social and emotional well-being for individual students and the school community while learning on Stó:lō Territory.

Note: Students with credit for HSER 194 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Inclusive Education Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **HSER 194**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		
Lecture/seminar		30
Tutorials/workshops		15
Total hours		**45**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	February 20, 2024
Faculty Council approval		**Date of meeting:**	April 26, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 2024

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

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

1. Apply professional and ethical standards to a variety of settings.
2. Establish personal and professional boundaries within their roles.
3. Implement   caring and flexible support for students who have diverse strengths and needs through a trauma-informed lens.
4. Reflect on the education assistant's role in building trust using Positive Behavior Support (PBS).
5. Describe the education assistant's role in identifying and responding to student safety concerns.
6. Discuss the education assistant's role in supporting Indigenous content and pedagogy as this work is done on Stó:lō Téméxw.
6.7. Articulate one's professional identity as a reflective practitioner.
7.8. Articulate the value of standards of practice for education assistants within schools.

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

Assignments:	50%	Portfolio:	25%	Project:	25%
	%		%		%

Details:

One paper (25%) and one case study (25%). Project refers to reflections and applications.

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

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

Lectures, seminars, 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	Harber, M. & Rao, A.	The Role of an Education Assistant	current
2.				
3.				
4.				
5.				

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

Course Content and Topics

1. Social and emotional well-being for all students
2. Using Positive Behaviour Support (PBS) to build trust and support safety for all students in the classroom
3. The education assistant as learner, communicator, critical thinker, problem-solver, collaborator, and flexible practitioner
4. Ethics and standards of practice for education assistants
5. Guiding principles of learning as articulated by the BC First Nations Education Steering Committee (FNESC)
6. De-stigmatizing educational accommodations, adaptations, and modifications (i.e., developing a safe culture of learning for all students)
7. Relationship-building between all members of the school community
8. Bullying: Preventing and responding
9. Loneliness as disability: making and keeping friends
10. Social justice programs, e.g., SOGI (Ministry of Education and local school districts)
11. Suspected child abuse or neglect-reporting protocols (Province of BC and local school districts)

MEMO

UNIVERSITY
OF THE FRASER VALLEY
FACULTY OF HEALTH SCIENCES

TO: Undergraduate Education Committee

FROM: Cindy Schultz, Acting Dean, Faculty of Health Sciences

DATE: May 8, 2024

RE: Proposal for curriculum revisions of HCA 110,111,112,113, 114, 115, 120, 130, 131, 132

At the April 5th, 2024 Faculty Council (FC) meeting, the attached proposal for the revision of HCA 110,111,112,113, 114, 115, 120, 130, 131, 132 was approved.

Proposed Motion:

That Faculty Council approve the HCA curriculum changes as presented to HCA 110, 111, 112, 113, 114, 115, 120, 130, 131, and 132.

That Faculty Council approve the changes of the HCA admissions requirements to include the updated version of a Accuplacer and the change to the driver's license being strongly recommended and not required.

*Please see the attached memo for a summary of the HCA curriculum revisions.

Memo for Course Changes

To: Undergraduate Education Committee

From: Samantha Hampton, Coordinator of HCAP

Date: Jan.15th, 2024

Subject: Proposal for revision of HCA 110,111,112,113, 114, 115, 120, 130, 131, 132

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

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

2. Rationale for change:

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs): **Most changes to the outlines reflect more current language that speaks to inclusivity. For example, the term "resident" or "residential care" is outdated and can have a negative impact on any person who may have attended residential school. The current language is "client" and "long-term care facilities or complex care facilities".**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Not Applicable. The course outlines pertain only to the Provincial curriculum as set out by the Ministry of Post-Secondary Education and Future Skills.**

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

   Provincial Articulation groups for HCA programs, HCA Provincial steering committee, and HCA educators across the province of British Columbia have been consulted on a regular basis. The curriculum changes were led by BC Campus, and content experts from across BC in addition to regular feedback from PSIs.

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 stated in #3, outdated language has been addressed. Additional resources for Indigenization of the curriculum will also be coming out from BC Campus in the Health Care Assistant Program Supplement to the Provincial Curriculum which will be published prior to September 2024. This guide will provide additional resources for teaching.

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

   Changes in the curriculum were made to include gender-neutral language and the term "multi-culturalism" has been changed to "diversity". The Health Care Assistant Program Supplement to the Provincial Curriculum is currently being revised to include these changes with additional assignments, guides, and resources to reflect these language changes and support teaching the concepts.

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 is currently 32 based on Provincial funding for the HCAP program. 36 is on the outline, as that is the cap size for courses at UFV.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **no changes**

Link to the Provincial Curriculum Documents:

https://opentextbc.ca/hcacurriculum/

Summary of Changes

Course Number & Title	Changed to:	Summary of Changes
HCA 110: Health I: Interpersonal Communication	HCA 110: Interpersonal Communication	"Health I" removed Course content list updated; text updated
HCA 111: Health II: Lifestyle & Choices	HCA 111: Lifestyle & Choices	"Health II" removed Language updates to Learning Outcomes 1, 2, 3 Course content list updated
HCA 112: Healing I: Caring for Individuals Experiencing Health Challenges	HCA 112: Common Health Challenges	Simplified title Learning Outcomes updated to 1-4, one LO removed Course content list updated
HCA 113: Healing II: Cognitive and Mental Health Challenges	HCA 113: Cognitive and/or Mental Health Challenges	"Healing II" removed; "or" added; "health" added to

		description; Learning Outcomes revised; Content List modified
HCA 114: Health & Healing: Concepts for Practice	HCA 114: Concepts for Practice	Title simplified; learning outcomes modified and order changed; Content list updated
HCA 115: Introduction to Practice	No change to title	Learning outcomes modified
HCA 120: Healing III: Personal Care and Assistance	HCA 120: Personal Care and Assistance	Content list modified: *Hand and foot care added to curriculum
HCA 130: Complex Care Practice	No change to title	The words "residential" and "replaced by "complex" when describing care settings The word "residents" replaced by "clients" as no longer used to describe the person. Learning outcomes updated to reflect current health care language.
HCA 131: Specialized Dementia Care Practice	No change to title	Course description and learning outcomes updated to reflect current health care language.
HCA 132	No change to title	Course Description and learning outcomes updated to reflect current health care language.

CWC comments and responses: Health Care Assistant certificate and HCA courses

Program:
- The memo speaks to the course changes, but does not include a rationale either for those or for the changes to the program entrance requirements. We understand that these changes are mandated, but the proposal does not appear to include information about this. Is there some government documentation that can be provided?

  There is a link provided to the Provincial Curriculum in the memo (please see attached memo)

- The English language requirement is less than UFV's minimum ELP standard in some areas. The reasons for this should be included in a memo, unless this is apparent in the documentation requested above. (The memo template for program changes is attached if you would like to use that.)

  The English requirement remains at grade 11 for UFV. This has not changed, despite the BC Care Aide registry standard.

Courses:
- Does transfer credit exist for any of these course, and should they be submitted for (re)articulation?

  They need to be articulated as other PSIs use different course numbers and offer courses in a different order.

- The course content sections are extensive and include more details than is typically included on official course outlines. Can this information be reduced and included on the course syllabi instead?

  This was a requirement by the BC Care Aide Registry in order to get approval. They were originally briefer, but the Registry would not approve them like that.

- HCA 110: The proposed title is very close to that of CMNS 140. To avoid potential confusion, Pre-Check recommends adding "Health" back to the title in some way, such as "Interpersonal Communications for Health" or "Interpersonal Communications for Health Contexts".

  The BC Care Aide Registry will not allow us to change titles; this is part of our program recognition status.

- HCA 132: why is HCA 131 being removed from the prerequisites?

  These two courses run concurrently ie: half the class starts in HCA 132 while the other half starts in HCA 131; they groups switch halfway through. This is due to constraints with practicum placements

From: Leanne Joe <Leanne.Joe@ufv.ca>
Sent: Tuesday, June 11, 2024 2:58 PM
Subject: Re: [CWC] Health Care Assistant certificate and HCA courses

Ey swayel,

Upon reading all documents, I have suggestions to include stronger language around Indigenization.

According to the memo:
"3- Most changes to the outlines reflect more current language that speaks to inclusivity. For example, the term "resident" or "residential care" is outdated and can have a negative impact on any person who may have attended residential school. The current language is "client" and "long-term care facilities or complex care facilities"
 and
6- As stated in #3, outdated language has been addressed. Additional resources for Indigenization of the curriculum will also be coming out from BC Campus in the Health Care Assistant Program Supplement to the Provincial Curriculum which will be published prior to September 2024. This guide will provide additional resources for teaching."

Including your department's own statements in the memo and outlines to commit to Indigenization notes in #3. We can take this a step further and be inclusive of Indigenous ways of being and promoting cultural safety in the health field. For example, I see that the HCA website references First Nations Health Authority and promotes their health careers guidebook, I wonder if this UFV HCA program shares any of the resources from that site throughout the program. Perhaps listing those in the Texts and Resource Materials sections would provide details of how the courses will be Indigenized.

Applies to all:
Calendar Description – Opportunity to include consideration of Indigenous perspective and clients.
LO: One of these has room to specify inclusion of Indigenous people and practices, or make another one to add Indigenous ways or focused communications/interactions. Stating culturally diverse does not acknowledge that we are on Indigenous land and the specific issues related to Indigenous communities, families, and individuals.

HCA 110 -
Text and Resource Materials: consider adding to the outline - Cultural Safety and Humility (fnha.ca) Video(s) to specifically include Indigenous cultural safety with interpersonal communication

HCA 132 -
LO: opportunity to reflect with consideration of 2-eyed seeing perspective with interactions with Indigenous co-workers, clients, peers, or lack thereof.

Thank you for your consideration with this.

If you would like to arrange a meeting for support with this, I would be happy to help.

Ó:lhet (Respectfully),
Senóqw'iye - Leanne Joe (she/her)
Indigenous Curriculum Developer
Teaching and Learning Centre, UFV
604-504-7441 ext. 4213
https://ufv.ca/teaching-and-learning/

<Outlook-cmagle5m.png>
Book time to meet with me

The University of the Fraser Valley is situated on the sacred land (Temexw) of the Stó:lō Peoples. I express my gratitude and respect for the honour of living and working on this land.

From: Amber Johnston <Amber.Johnston@ufv.ca>
Sent: Tuesday, June 11, 2024 3:07 PM
Subject: Re: [CWC] Health Care Assistant certificate and HCA courses

Hi everyone

Thanks Leanne. I will let Sam speak more to this -at our faculty curriculum meeting our group spent a few hours working through these and also had suggestions (similar to some here) for language and changes with certain terms. Lorna Andrews is on this committee and can confirm the work and suggestions put in from the group. However, since this is a provincially mandated curriculum, that has its own overseeing curriculum group outside of UFV we had limited changes we could suggest and could only encourage discussions at the provincial level for changes in the learning outcomes and language in the course content section or calendar descriptions. Sam brought those suggestions forward.

Sam can correct me if I'm wrong, but my understanding is we have little we can change at this point in time as all institutions offering this are expected to have the same descriptions, content, and learning outcomes and other requirements as per the set provincial curriculum.

Happy to discuss further.

Thanks
Amber

From: Samantha Hampton <Samantha.Hampton@ufv.ca>
Sent: Wednesday, June 12, 2024 12:58 PM
Subject: RE: [CWC] Health Care Assistant certificate and HCA courses

Hello everyone,

As this is a mandated curriculum, we are unable to change the outcomes. However, we received similar feedback from our Faculty Council Curriculum Committee when we first reviewed the new curriculum. Since that time, I have brought the concerns forward to the Provincial Articulation

Committee that held meetings in April. They have noted the feedback for the next revision down the road and are including some of the feedback in the "supplemental resource document" that will be published this summer. I just want to reassure everyone that the feedback has been heard and brought forward.

Kind regards,
Samantha

Samantha Hampton RN, BSN, MN
She/her/hers
Associate Professor
Year 4, BSN Program

Faculty of Health Sciences
Associate Professor
University of the Fraser Valley
Samantha.Hampton@ufv.ca
Telephone: 604-792-0025 X 2457
45190 Caen Avenue, Chilliwack, BC V2R 0N3

I respectfully acknowledge that I work, live and learn on the traditional Territory of the Sto:lo People

Health Care Assistant (HCA) Education Program

Minimum HCA Program Entry Requirements

These are the *minimum* program entry requirements that must be met by students in recognized BC HCA Programs. Post-secondary institutions (PSIs) may set standards that exceed these requirements (e.g. setting additional practice education requirements). Evidence of meeting these minimum requirements must be available in student files.

Program Entry Requirements

Evidence of both of the following must be provided prior to acceptance:

1. Proof of Grade 10 completion (or equivalent)[1] **OR** mature student status[2]

2. Proof of meeting **HCA Program Entry - English Language Competency Requirements**

   - For applicants with three years of full-time instruction in English*: English 10 completion or equivalent

   - For applicants with <u>less</u> than three years of full-time instruction in English*: Standardized English language proficiency test score

   *Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution[3] 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.

Note: If the program is accepting international students, a clear police certificate from country of origin must also be included as a program entry requirement[4].

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[1] To determine equivalency, BC PSIs may wish to consult ICES Country Specific Information or ICAS International Education Guides

[2] Where a post-secondary institution allows entry based on mature student status, the institution must have a definition/policy in place.

[3] Recognized institution: an institution that is in good standing with the Ministry of Education or equivalent in the country of origin.

[4] A clear police certificate from the country of origin must be provided prior to acceptance given that HCA students provide care to vulnerable clients within the practice education portion of the program. To avoid potential hardship for students arriving from another country, the police certificate is an admission requirement. For further information, see information provided at: https://www.canada.ca/en/immigration-refugees-citizenship/services/application/medical-police/police-certificates/how.html

Document Date: July 19, 2023   1

HCA Program Entry - English Language Competency Requirements

To be accepted into a recognized BC HCA program, applicants are required to demonstrate proficiency in English. Students must be able to communicate effectively in English to be successful in their studies and capable of providing safe and competent care to patients/clients/residents in the work environment during practice education components.

To ensure consistency and quality assurance, institution-created tests are not acceptable for the assessment of HCA program applicants. For clarification, three years of full-time instruction in English is defined as three (3) years of full-time secondary and/or post-secondary education in the English language at a recognized institution[5] on the list of Approved English Speaking Countries. English as a Second Language (ESL) courses will not be considered.

English Language Competency Requirements

1. Applicants who provide evidence of <u>three years of full-time instruction in English</u>[6] must also provide proof of <u>one</u> of the following:

    a) Completion of Grade 10 English[7] (or higher). A minimum of a C grade is acceptable.

    b) Completion of college courses determined to be equivalent to Grade 10 English (or higher) by post-secondary institutions. A minimum of a C grade is acceptable.

    c) ACCUPLACER Next Generation Test Results: Reading 230, Writing 230 and Writeplacer 4

2. Applicants who <u>cannot provide evidence of three years of full-time instruction in English</u> are required to provide proof of <u>one</u> of the following standardized proficiency tests from an authorized assessment agency.

    a) Canadian Language Benchmarks Placement Test (CLBPT) or CLBPT Remote.[8] Test in the last year. Listening 7, Speaking 7, Reading 6 and Writing 6.

    b) Canadian English Language Proficiency Index Program (CELPIP General or CELPIP Online). Test in the last two years. Listening 7, Speaking 7, Reading 6 and Writing 6.

    c) International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online). Test in the last two years. Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing.

    d) Canadian Academic English Language Assessment (CAEL or CAEL Online). Test in the last two years. Overall Score of 60, with no section less than 50.

    e) The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition). Test in the last two years. Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing.

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[5] Recognized institution: institution that is in good standing with the Ministry of Education or equivalent in the originating jurisdiction.

[6] Applicants must provide a transcript(s) or a BC personal education record as evidence to confirm completion of a minimum of three years of full-time instruction in English. To meet this threshold, the Registry looks to confirm that applicants have studied over a period of three years and completed a minimum of two semesters of studies within each year. In addition, it is expected that the student will be taking full time studies (30 credits per academic year to a minimum of 18 credits per academic year [60% courseload]). In this way, it is typically a minimum of six semesters with total credits between 54 – 90 credits, completed over the three-year timeframe.

[7] Includes any English Language Arts 10 course or GED indicating completion of the English requirement.

[8] HCA Educators must ensure that the CLBPT is conducted with a licensed CLBPT Assessment Centre by a certified CLBPT language assessor.

Document Date: July 19, 2023

2

Notes:

In cases where applicants already hold Canadian English Language Benchmark Assessment for nurses (CELBAN) results. Test in the last 2 years. Speaking 7, Listening 7, Reading 6, Writing 6.

In addition to the tests and test scores listed above (#2), recognized BC HCA Programs <u>also</u> have the discretion to accept HCA program applicants with a CLB Report Card from a LINC Program indicating "Completing" CLB Speaking 7, Listening 7, Reading 7 and Writing 7 AND "Recommended Class Placement" as Speaking 8, Listening 8, Reading 8 and Writing.

BC HCA English as a Second Language (ESL) Programs (or equivalent)

For PSIs offering a combined HCA ESL program (a minimum of 12 weeks/300 hours of additional program time for English language skills instruction), applicants will require evidence of one of the following test scores when applying for program entry:

a) Canadian Language Benchmarks Placement Test (CLBPT) or CLBPT Remote. [9] Test in the last year. Listening 6, Speaking 6, Reading 5 and Writing 5.

b) Canadian English Language Proficiency Index Program (CELPIP – General or CELPIP - Online). Test in the last two years. Listening 6, Speaking 6, Reading 5 and Writing 5.

c) International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online). Test in the last two years. Overall score of 5.5 with a minimum of 5.5 in Speaking and Listening and no score lower than 5.0 in Reading and Writing.

d) Canadian Academic English Language Assessment (CAEL or CAEL Online). Test in the last two years. Overall Score of 50, with no section less than 40.

e) The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition). Test in the last two years. Overall score of 56 with no score lower than 15 in Speaking and Listening and no score lower than 13 in Reading and Writing.

Notes:

In cases where applicants already hold Canadian English Language Benchmark Assessment for nurses (CELBAN) results. Test in the last 2 years. Speaking 6, Listening 6, Reading 5, Writing 5.

In addition to the tests and test scores listed above for BC HCA ESL (or equivalent) Programs, recognized BC HCA Programs <u>also</u> have the discretion to accept applicants with a CLB Report Card from a LINC Program indicating "Completing" CLB Speaking 6, Listening 6, Reading 6 and Writing 6 AND "Recommended Class Placement" as Speaking 7, Listening 7, Reading 7 and Writing 7.

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[9] HCA Educators must ensure that the CLBPT is conducted with a licensed CLBPT assessment centre by a certified CLBPT language assessor.

Approved English-Speaking Countries[10]

The following countries are considered as those with English language systems / institutions, where English is a primary and official language, and the language used for education.

American Samoa	Ghana	Saint Lucia
Anguilla	Gibraltar	Saint Kitts and Nevis
Antigua and Barbuda	Grenada	Saint Vincent and the Grenadines
Australia	Guam	
Bahamas	Guyana	Seychelles
Barbados	Ireland	Sierra Leone
Belize	Jamaica	Singapore
Bermuda	Kenya	South Africa
Botswana	Lesotho	Tanzania
British Virgin Islands	Liberia	Trinidad and Tobago
Canada	Malta	Turks and Caicos Islands
Cayman Islands	Mauritius	Uganda
Dominica	Montserrat	United Kingdom
Falkland Islands	New Zealand	United States
Fiji	Nigeria	United States Virgin Islands
Gambia	Saint Helena	Zambia
		Zimbabwe

[10] This list has been updated as per countries that satisfy the English language admission standard for the University of British Columbia

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 care aimed at promoting and maintaining the physical, psychological, emotional, cognitive, and social, and spiritual health and well-being of clients/residents and families.

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), other home and community care settings, and some acute care settings.

The program is based on the 202315 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

1. One of the following:
   - Successful completion of Grade 11 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.
   - B.C. secondary school graduation or equivalent.
   - Completion of a minimum of six credits at post-secondary level.
   - Mature students, 19 years or older, will be considered if they meet the prerequisites for **ENGL 091**, **ENGL 099**, or **ENGL 105**.
2. One of the following:

o Applicants whose first language is English: are required to provide proof of three seven years of full-time education in an English-speaking environment (can be acquired in either consecutive or non-consecutive years) and ACCUPLACER Next Generation Test Results: Reading 230, Writing 230 and Writeplacer 4.

o 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.

o Applicants who cannot provide evidence of three years of full-time instruction se first language is not in English are: required to complete one of the following English language competencies:

  ▪ The Test of English as a Foreign Language (TOEFL), 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 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): Listening 7, Speaking 7, Reading 6, and Writing 6. Test must have been within the last year.

  ▪ Canadian Academic English Language Assessment (CAEL): overall Score of 60, with no section less than 50. Test must have been within the last two years.

  ▪ Canadian English Language Proficiency Index Program (CELPIP): Listening 7, Speaking &, Read 6, and writing 6. Test must have been within the last two years.

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.
2. Submission of a signed health assessment indicating fitness to practice (Form will be provided at interview.)
3. 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.
4. 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
5. Satisfactory written reference (work or personal).
6. 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 is strongly recommended. and access to personalReliable 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 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**.

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

1. Students may apply to the program prior to the completion of all entrance requirements. Apply online at **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 (transcript required; see Note)
   - Completion 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.

   Once these documents have been received by the Office of the Registrar, the application will be forwarded to the Health Care Assistant program.

3. 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**)
   - Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP
   - ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

   > Note: A valid driver's licence is strongly recommended. ~~and access to personal~~Reliable 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.~~

- o Work or personal reference

Additional documents required for a complete application:

- o UFV application form
- o Health Care Assistant program application form
- o Proof of academic prerequisites (transcript required)
- o Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or with CPR-HCP
- o Work or personal reference
- o ~~Proof of valid driver's licence (learner's licence is not acceptable) (see Note)~~

Note: A valid driver's licence is strongly recommended. ~~and access to personal~~Reliable transport is ~~normally~~ required for the practicum course~~s~~ and other practice experience components. ~~If students are unable to drive, they will be unable to meet the Health Care Assistant program requirements.~~

4. 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.
5. Applicants to be interviewed will be notified.
6. 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

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

Fees and additional costs

See the **Fees and Other Costs** section. 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

This is a 24-week program which starts in either September or 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.

Program outline

Course	Title	Credits
HCA 110	~~Health I:~~ Interpersonal Communications	2
HCA 111	~~Health II:~~ Lifestyle and Choices	1
HCA 112	~~Healing I:~~ Common Health Challenges	7
HCA 113	~~Healing II:~~ Cognitive and/or Mental Health Challenges	2
HCA 114	~~Health and Healing:~~ Concepts for Practice	4

HCA 115	Introduction to Practice	1
HCA 120	~~Healing III:~~ Personal Care and Assistance	3
HCA 130	Complex Care Practice	3.5
HCA 131	Specialized Dementia Care Practice	2
HCA 132	Community Setting Preceptorship	1.5

Program continuance

Due to the integrated nature of the courses, progression through the program requires successful completion of each course. Successful completion of each theory course requires a grade of 65% or better. Lab and clinical courses are graded as credit or no credit.

Students who withdraw or fail may re-apply to the program. The HCA courses are closely related and are considered co-requisites. Failure in one course may necessitate retaking of previously completed courses. Each student will receive a UFV HCA Student Guidelines & Policy Manual which further explains the program's continuance requirements and polices.

Course listings

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

ORIGINAL COURSE IMPLEMENTATION DATE:	June 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 110	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Interpersonal Communications
Course Short Title: Interpersonal Communications

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course focuses on the development of self-awareness, increased understanding of others, and development of effective interpersonal communication skills that can be applied in a variety of caregiving contexts. Students will become more aware of the impact of their own communication choices and patterns. They will have opportunities to develop and apply communication techniques that demonstrate personal awareness, respect, and active listening skills.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **HSRC 170**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Twice per year**

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

Typical Structure of Instructional Hours

Lecture/seminar	50
Total hours	**50**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **[click to select]**

Submit outline for (re)articulation: **[click to select]**
  (If yes, fill in transfer credit form.)

Scheduled Laboratory Hours

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

Department approval		**Date of meeting:**	January 15, 2024
Faculty Council approval		**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 29, 2024

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

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

1. Identify the characteristics and qualities of effective interpersonal communications.
2. Discuss the interrelationship between self-awareness, self-esteem, and perception, as these relate to communication choices and patterns.
3. Demonstrate effective caring interpersonal communications with clients/residents, colleagues, and others.
4. Apply self-reflection and self-appraisal processes in order to increase one's own effectiveness in interpersonal contexts.

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

Quizzes/tests:	50%	[click to select]	%	[click to select]	%
Assignments:	50%	[click to select]	%	[click to select]	%

Details:

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

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

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	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Videos, DVDs, tape recorders.

Course Content and Topics

Introduction to interpersonal communication:
- Elements of interpersonal communication processes – sender, receiver, message, feedback.
- Barriers to communication.
- Characteristics of effective communication: open, supportive, positive, understanding.
- Importance of common courtesies.
- Warmth, respect, empathy.
- Appropriate use of humour.
- Appreciating diversity of backgrounds.
- Culturally sensitive communication.
- Communicating with people who speak a different language from yours.
- What a caring response looks like.
- Differentiating between caring and non-caring communication in a variety of job-related situations.
- Recognize how different health care settings or health concerns may impact communication with the client, e.g., complex care, community care, or acute care settings.

Knowledge of self:
- Interrelationship between self-concept, self-esteem, and interpersonal communications.
- Recognizing how perception influences one's reality and experience of situations.
- Societal, cultural, and experiential influences on perceptions and self-concept.
- Using self-reflection to determine one's choices and patterns of communication.
- Non-verbal Communication Gestures, postures, facial expressions.
- Use of space.
- Use of objects.
- Positioning of self in relation to the other person.
- Tone and volume of speech.
- Non-language sounds.
- Personal choices and what these communicate.

- Appropriate and caring use of touch.
- Reflecting on one's own non-verbal communications.
- Being attuned to the non-verbal communications of clients and others.

Responding to others:
- Non-verbal listening skills.
- Using open-ended questions.
- Using paraphrasing/perception checking.
- Listening and responding empathically.
- Responding non-defensively to feedback, even when provided in a critical or confrontational manner.

Conflict management and resolution:
- Value of conflict in interpersonal relations.
- Applying skills (e.g., listening and responding skills) to defuse anger and conflict.
- Assertive communications: assertive vs. aggressive responses.
- How and when to say "no."
- Factors that signal it's time to remove self from a situation.
- Conflict management strategies

Electronic communications:
- Appropriate email communication, online etiquette (netiquette).
- Appropriate use of mobile devices in the workplace.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	June 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval):	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 111	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Lifestyle and Choices
Course Short Title: Lifestyle & Choices

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing.

Note: Field trips outside of class time will be required.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **HSRC 180**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Twice per year**

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

Typical Structure of Instructional Hours

Lecture/seminar	21
Tutorials/workshops	6
Experiential (field trip)	3
Total hours	**30**

Scheduled Laboratory Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Department approval		**Date of meeting:**	January 15, 2024
Faculty Council approval		**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 29, 2024

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

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

1. Discuss the interrelationship of physical, psychological, cognitive, social, and spiritual dimensions and the determinants of health.
2. Discuss how lifestyle choices and behaviours contribute to physical, psychological, cognitive, social, and spiritual health.
3. Explain the complexity of the change process in relation to health promotion.

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

Final exam:	50%	Assignments:	40%	Project:	10%
	%		%		%

Details:

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

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

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	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Understanding health:
- Health as a process (health as a journey not a destination).
- Physical, psychological, cognitive, social, and spiritual dimensions of health.
- Interrelatedness of all aspects of health: introduction of the health wheel.
- Health as it relates to lifestyle and choices.
- The 12 determinants of health (as defined by the Government of Canada).
- The impact of the determinants of health on health inequalities and the dimensions of health.

Components of health:
- Physical components of health:
    - Physical activity.
    - Physical self-care.
    - Sleep and rest.
    - Nutrition, including nutrition throughout life, factors that affect eating and drinking, and Canada's Food Guide.
    - Weight management.
    - Avoiding or limiting harmful substances (including licit and illicit drugs, alcohol, tobacco, vaping, and caffeine).
    - Environment.
- Psychological or emotional components of health:
    - Interaction between emotions and perceptions and health.
    - Psychologically safe environments.
    - Stress and stress management.
        - Common responses and effects of stress.
        - Common stressors related to work of the HCA.
        - Burnout and compassion fatigue.
        - Strategies for self-assessment and wellness intervention.
- Cognitive components of health:
    - Rational thinking and perceiving.
    - Ability to reason, interpret, and remember.

- o Ability to sense, perceive, assess, and evaluate.
- o Problem-solving ability.
- o Creativity.
- Social (interactive) components of health:
  - o Social bonds and social supports in relation to health.
  - o Cultural, societal, and traditional influences on lifestyle and choices.

- Spiritual components of health:
  - o Awareness of personal values and beliefs.
  - o Finding meaning and purpose in life.
  - o Participating in activities that enrich, inspire, and refresh.
  - o Appreciation for different ways of knowing and being.

Lifestyle change:
- Complexity of the lifestyle change process.
- Critical thinking and problem-solving as they relate to lifestyle and choices.
- Self-reflection and self-evaluation in relation to challenges and resources.
- Setting achievable goals, using motivators, setting a realistic change agenda.
- Recognizing difficulties inherent in personal change.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 112	**Number of Credits:** 7 Course credit policy (105)

Course Full Title: Common Health Challenges
Course Short Title: Common Health Challenges

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course introduces students to the normal structure and function of the human body and normal bodily changes with associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centered practice as it relates to the common challenges to health and, in particular, to end-of-life care.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Twice per year**

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

Typical Structure of Instructional Hours

Lecture/seminar	115
Total hours	**115**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Explain the structure and function of the human body and normal changes associated with aging.
2. Discuss common challenges to health and healing.
3. Discuss nutrition as it relates to managing common health challenges.
4. Discuss the components of person-centered end-of-life care for clients and families.

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

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

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, 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	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Medical terminology:
- Word elements: prefixes, roots and suffixes, and abbreviations.

Structure and function of the human body:
- Organization of the human body: cells, tissues, and organs.
- Major body systems:
  - Integumentary
  - Musculoskeletal
  - Cardiovascular
  - Respiratory
  - Digestive
  - Urinary
  - Reproductive
  - Endocrine
  - Nervous
  - Immune
- Natural changes associated with aging.

Challenges to health and healing:
- The experience of illness and disability.
- Common challenges to healing:
  - Transitions
  - Loss
  - Pain
  - Illness
  - Death
- Broad effects of health challenges on the individual and family (e.g., changes in physical health can be expected to also affect psychological, cognitive, social, and spiritual health).
- Common disorders related to each body system (relevant examples in parenthesis):

- o Integumentary (common skin disorders, pressure ulcers, pain).
- o Musculoskeletal (falls, fractures, contractures, arthritis, osteoporosis, pain).
- o Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, myocardial infarction, congestive heart failure).
- o Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia).
- o Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, obesity, hiatal hernia, diverticular disease, irritable bowel syndrome, celiac disease).
- o Urinary (urinary tract infections, renal failure).
- o Reproductive (benign prostatic hyperplasia (BPH), sexually transmitted infections (STIs), erectile dysfunction).
- o Endocrine (diabetes, hyperthyroidism, hypothyroidism).
- o Neurological (CVA/stroke, Parkinson's disease, multiple sclerosis, ALS, acquired brain injuries, spinal cord injuries).
- o Sensory challenges:
  - Normal sensory changes of aging.
  - Speech and language challenges (aphasia, apraxia, dysarthria).
  - Hearing and visual challenges.
- o Cancer.
- o Common communicable diseases (including, but not limited to, MRSA, VRE, C. difficile infections, influenza, coronaviruses, HIV/AIDS, hepatitis, and tuberculosis).
- Neurodevelopmental disorders (Down syndrome, autism spectrum, cerebral palsy, fetal alcohol syndrome, fragile X syndrome, phenylketonuria (PKU).
- Chronic illness:
  - o Basic definition and concepts.
  - o Implications for care.
  - o Focus on self-care.
  - o Community and consumer resources related to various health challenges.

Nutrition and common health challenges:
- Special diets:
  - o Texture-modified diets
  - o Restricted diets
  - o Diabetic diet
  - o High protein diet
  - o Liquid and pureed diets
  - o Food allergies and intolerances
- Diversity and nutrition:
  - o Vegetarian diets
  - o Belief-based diets
  - o Cultural differences
- Community resources to support clients' dietary intake.

End-of-life care:
- Hospice and palliative care — philosophy and principles of care.
- The journey of dying — understanding and coming to terms with death and dying.
- Caring and problem-solving as related to palliative care in facilities and in community settings.
- Legal and ethical practice and safety in palliative care.
- Quality of life issues — honouring the individual, family, and rituals.
- Common reactions and experiences as people approach death.
- Physical, psychological, cognitive, social, and spiritual needs and appropriate interventions.
- Comfort measures for:
  - o Pain
  - o Breathing challenges
  - o Challenges with eating and drinking
  - o Dehydration
  - o Bowel function
  - o Restlessness
  - o Delirium
- Common reactions of family members and ways to support the family.
- The moment of death and care of the body after death.
- Grief and grieving.
- Self-care for the caregiver:
  - o Personal and professional boundaries.
  - o Recognizing the impact of loss on the caregiver.
  - o Recognizing signs of and preventing stress and burnout.

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ORIGINAL COURSE IMPLEMENTATION DATE:	June 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 113	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Cognitive and/or Mental Health Challenges
Course Short Title: Cognitive/Mental Health

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course builds on content from other courses to assist students to explore concepts and caregiving approaches that will allow them to work effectively with individuals experiencing cognitive and/or mental health challenges. Emphasis is on supporting clients with dementia, recognizing responsive behaviours, and identifying person-centered intervention strategies.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **HSRC 175**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar	48
Tutorials/workshops	12
Total hours	**60**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

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

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Describe ways to organize, provide, and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges.
2. Describe ways to provide and evaluate person-centered care and assistance for clients/residents experiencing mental health challenges.
3. Describe effective approaches for responding to reactive behaviours.
4. Describe effective approaches for recognizing, responding to, and preventing elder abuse.

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

Final exam:	50%	Assignments:	25%		%
Quizzes/tests:	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.)*
Lecture, presentations, 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	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Cognitive challenges in older adults:
- Confusion.
- Neurocognitive disorders.
  - Delirium.
  - Dementia.
    - Reversible vs irreversible causes.
    - Primary forms: Alzheimer's disease and other dementias.
    - Pathology, processes, and characteristics.
    - Protective factors and risk factors.
    - Stages of dementia.
- Person- and family-centred care for individuals with dementia.
  - Principles of person and family-centred care.
  - Common person-centred care training programs for caregivers used in B.C.
  - Common person-centred care models for care facilities.
  - Stigma associated with cognitive challenges and stigmatizing language.
- Effective communication strategies for clients with dementia.
- Behavioural and psychological symptoms of dementia (BPSD).
  - Types of responsive behaviours.
  - Factors precipitating behaviours.
  - Strategies for preventing and responding to BPSD.
  - Knowing when to exit a potentially unsafe situation.
  - Importance of environment in relation to behaviours.
- Environmental design strategies: familiar, homelike, accessible, safe, comfortable, and navigable.
- Working with individuals experiencing early, moderate, or severe dementia.
  - Observing situations and making observations about clients.
  - Appropriate engagement and participation in care and activities for individuals. experiencing differing levels of dementia.

- o   Strategies for assisting with eating and drinking.
- o   Non-pharmacological therapies (e.g., music, pets, art, multisensory, massage, bright light, aromatherapy, reminiscence, meaningful activities).
- Supporting family members experiencing grief and loss.
- Caregiver needs and support.

Mental health challenges:
- Mental health models.
- Factors that influence mental health and well-being in individuals and families, such as stress, illness, loss, and aging.
- Common mental health disorders, including causes, symptoms, treatments, and prevalence of:
  - o   Anxiety disorders
  - o   Affective (mood) disorders
  - o   Schizophrenia
  - o   Personality disorders
  - o   Substance-related and addictive disorders
  - o   Dual or multiple diagnoses
  - o   Suicide risks and prevention
- Stigma associated with mental health challenges and stigmatizing language.
- Perceptions of mental health challenges in diverse groups.
- Caring for the person and family. ◦ Principles and approaches used to plan and implement effective care.
  - o   Person-centred care.
  - o   Person-first language vs. identity-first language (e.g., person with a diagnosis of depression vs. depressed client).
  - o   Introduction to trauma-informed care.
  - o   When and what to report.
- Implications of involuntary admission under the Mental Health Act.
  - o   Alteration of client's right to leave the care setting or to refuse treatment.

Abuse:
- Types of abuse (reportable incidents).
  - o   Physical, emotional, sexual, financial, neglect (as per Residential Care Regulation).
  - o   Self-neglect.
- Sign and symptoms of elder abuse, including physical injuries, changes in behaviour, emotional distress, financial manipulation, and neglect.
- Risk factors and causes of abuse, including ageism, caregiver stress, social isolation, and mental health challenges.
- Types of abusive relationships.
  - o   Caregiver/client
  - o   Family member/client
  - o   Client/client
- Four stages of the cycle of abuse.
- Strategies for preventing abuse, including promoting awareness, building social networks, and access to supportive services and resources.
- Responding to and reporting signs of abuse

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 114	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Concepts for Practice
Course Short Title: Concepts for Practice

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Health Care Assistant. The course focuses on concepts of caring and person-centered care, basic human needs, human growth and development, and family, culture, and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

Note: Field trips outside of class time will be required.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*		**Course Details**
Former course code/number:		Special Topics course: **No**
Cross-listed with:		*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):		Directed Study course: **No**
(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.)		*(See policy 207 for more information.)*
		Grading System: **Letter grades**
		Delivery Mode: **Face-to-face only**
Typical Structure of Instructional Hours		Expected frequency: **Twice per year**
Lecture/seminar	62	Maximum enrolment (for information only)**: 36**
Experiential (field trip)	8	**Prior Learning Assessment and Recognition (PLAR)**
		PLAR is available for this course.
Total hours	**70**	**Transfer Credit** *(See **bctransferguide.ca**.)*
Scheduled Laboratory Hours		Transfer credit already exists: **No**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Submit outline for (re)articulation: **No**
		(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Describe how person-centered care recognizes and respects the uniqueness of each individual.
2. Discuss basic human needs and common characteristics of human growth and development, as these concepts relate to person-centered care.
3. Use an informed problem-solving approach to provide care and service.
4. Contribute to the safety and protection of self and others within a variety of work environments.
5. Discuss the role of family, diversity, and life experience in aging, health and healing.

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

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

Details:

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

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Characteristics of caring and person-centered practice:
- Caring as a moral ideal: What is caring?
- What distinguishes a caring act from an uncaring act?
- Caring in a health care context.
- Values and beliefs about care and caring.
- Promoting the dignity and worth of self and others.
- Self-building and self-caring as the basis of becoming an effective care provider.
- Caring and power — power positions vs. relational positions with others.
- Independence, dependence, and interdependence.
- Independence and self-esteem.
- Promoting self-determination.
- Promoting quality of life — who decides what it means to each person.
- Social and community models of care.
- Supporting personal preferences and choices.
- Recreation and socialization and how they affect quality of life.
- Preventing isolation and unnecessary dependence.
- Living at risk — what it is and why it is an option — the right to self-determination and choice.

Basic human needs:
- Hierarchy of needs:
  - Physiological
  - Safety and security
  - Love and belonging
  - Self-esteem
  - Self-actualization and self-fulfillment
- Interrelationship of needs.
- Factors that affect needs and meeting the needs of clients and families.

- Unique factors that affect needs and meeting the needs in older adults.
- Observing and reporting unmet needs.

Human development:
- Principles and stages of human development.
- Common developmental tasks and characteristics of:
    o Infancy
    o Toddlerhood
    o Preschool period
    o School age
    o Adolescence
    o Young adulthood
    o Middle adulthood
- Developmental tasks, characteristics, and changes in the older adult:
    o Physical changes
    o Psychosocial challenges
    o Loss as part of aging
    o Diversity in older adults
    o Factors influencing aging

Family in health and healing:
- Family development.
- Diverse family units.
- Changing family structures.
- Socio-cultural, religious, environmental, and economic influences on the family.
- The role of family in health and healing:
    o Coping and adapting
    o Decision-making
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Diversity:
- Relationship between diversity and person-centred care.
- Impact of diversity on aging, and health and healing, including:
    o Race and ethnicity.
    o Culture.
    o Generational differences.
    o Gender identity, gender expression, and sexual orientation.
    o Religious and spiritual diversity.

- Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
- Prejudice and discrimination.
- Impact of inequity and discrimination on the quality of care.
- Cultural safety and cultural humility.
- Culturally safe and sensitive care.

Critical thinking and problem solving:
- Critical thinking as a caring concept.
- Relationship between critical thinking, problem-solving, and decision-making.
- Components of effective problem-solving and decision-making.
- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care-planning and problem-solving process:
    o Observing – gathering information (including the client's unique personal history, achievements, strengths, and preferences).
    o Consulting with the client and health care team.
    o Establishing priorities.
    o Defining the problem or care requirement.
    o Identifying the goal for care.
    o Creating an action plan.
    o Implementing the action plan.
    o Evaluating.
- Care-planning process in health care settings, including complex care, community care, and acute care.
- Concepts of client acuity and how these factors influence the HCA's problem-solving and decision-making regarding care provision and prioritization of care activities.
- Role of HCAs in planning care.

- Reporting and recording.
  - Common practices in different health care settings, including complex care, community care, and acute care settings.
  - Paper-based documentation (e.g., flow sheets, records, charts).
  - Electronic-based documentation.
- Electronic health records (EHRs).
- Tools used for EHRs, including computers, tablets, and mobile devices.
- Common health technology systems in B.C.
- Privacy, confidentiality, and security requirements.

Protection and safety in health and healing:
- Factors affecting the need for protection and safety (health, age, lifestyle, and cognitive or mental health challenges).
- Realities and challenges.
- Promoting and maintaining safe environments in various health care settings (complex care, community care, acute care), including:
  - Reporting unsafe equipment.
  - Maintaining a clutter-free environment.
  - Recognizing and reporting vermin and vectors.
  - Safety when working alone.
- Roles and parameters of practice in relation to safety.
- Risk management – definitions and approaches.
- Following the plan of care to address safety of the client and of the HCA.
- Living-at-risk issues: respecting the client's choice to live at risk when an informed choice has been made.
- Emergency and critical incidents:
  - Recognizing critical incidents.
  - Recognizing situations where critical incident debriefing is warranted.
  - Recognizing appropriate actions by the HCA in response to emergency situations (for example, recognizing and responding to cardiac arrest in complex care, acute care, and community care settings).
  - Recognizing emergency codes used in acute care settings, specifically codes blue, white, yellow, and red.
  - Recognizing the HCA's role during emergency codes (activating help, assisting other team members as directed, communicating, and collaborating with other team members).

![University of the Fraser Valley logo]	**ORIGINAL COURSE IMPLEMENTATION DATE:** June 2009
	REVISED COURSE IMPLEMENTATION DATE: September 2024
	COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2030
	Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 115	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Introduction to Practice
Course Short Title: Introduction to Practice

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This course provides an introduction to the role of the Health Care Assistant within the British Columbia health care system. Students are introduced to the health care team and the roles and functions of Health Care Assistants within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-searching approaches.

Note: Field trips outside of class time will be required.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **HSRC 155**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **Face-to-face only**
Typical Structure of Instructional Hours	Expected frequency: **Twice per year**

Typical Structure of Instructional Hours	
Lecture/seminar	27
Experiential (field trip)	3
Total hours	**30**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **[click to select]**

Submit outline for (re)articulation: **[click to select]**
    (If yes, fill in transfer credit form.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Discuss the roles and responsibilities of Health Care Assistants within the health care system in British Columbia.
2. Discuss strategies to support the effective functioning of the health care team.
3. Discuss the legal and ethical parameters of the Health Care Assistant role and requirements for responsible and accountable practice.
4. Apply self-reflection and self-appraisal processes to recognize and respond to own self-development needs as a care provider.
5. Effectively conduct a job search process.

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

Quizzes/tests:	75%		%		%
Assignments:	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.)*

Participatory activities, lectures, guest lecturers, field trip

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Workplace settings and contexts
- Teamwork in health care settings
- Legal and ethical Issues
- Professional approaches to practice
- Self-reflective practice
- Employable skills

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 120	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Personal Care and Assistance
Course Short Title: Personal Care & Assistance

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course comprises class and supervised laboratory experiences, which assist the student to integrate theory from other courses to develop caregiver skills that maintain and promote the comfort, safety, and independence of individuals in community and facility contexts.

Note: Field trips outside of class time will be required.

Prerequisites (or NONE):	Admission to the Health Care Assistant certificate.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **Face-to-face only**

Typical Structure of Instructional Hours

Lecture/seminar	22
Supervised laboratory hours (science lab)	88
Experiential (field trip)	10
Total hours	**120**

Expected frequency: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **No**

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

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Perform personal care skills in an organized manner ensuring comfort and appropriate independence of the client/resident.
2. Apply an informed problem-solving process to provision of care and assistance.
3. Provide personal care and assistance within the parameters of the Health Care Assistant role.
4. Provide care and assistance in ways that maintain safety for self and others, in a variety of contexts.

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

Quizzes/tests:	40%	Lab work:	10%		%
Final exam:	50%		%		%

Details:

Personal care skill performance is satisfactory/unsatisfactory.

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

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

Problem-solving when carrying out caregiving procedures:
- Planning and implementing care based on the client's needs, the established care plan, and agency policies.
- Observing the client and the situation prior to commencing care.
- Identifying unsafe environments or situations.
- Establishing priorities for care with consideration to client acuity.
- Seeking assistance, if necessary, to maintain the safety of the client and the care provider.
- Organizing equipment and supplies to efficiently complete care activities.
- Checking equipment for safety and functionality.
- Reporting equipment malfunction. • Performing the procedure(s).
- Maintaining client privacy and dignity.
- Encouraging independence and self-care as much as possible.
- Cleaning equipment after use and returning to appropriate place.
- Tidying the client's environment.
- Evaluating effectiveness of the procedure and care.
- Reporting and recording actions, results, and observations.
- Responding appropriately to emergency situations.

Asepsis and prevention of infection:
- Microorganisms and the spread of infection.
- Principles and practice of medical asepsis.
- Routine practices.
- Hand washing.
- Gloving.
- Isolation precautions.
- Doffing and donning personal protective equipment (PPE).

Promoting comfort and rest:
- Admitting a client to a facility.

- Promoting comfort, rest, and sleep.

Promoting personal hygiene:
- Oral hygiene.
- Bathing — bed bath, tub baths, and showers.
- Providing perineal care.
- Assisting with grooming and dressing (e.g., hair care, shaving, changing clothing).
- Morning and evening care.
- Back massage and skin care.
- Using pressure relieving devices.

Moving, positioning, and transferring a client:
- Body mechanics.
- Turning and moving a client in a hospital or regular bed.
- Using positioning devices.
- Transferring a client to a stretcher.
- Moving a client to the side of a bed and assisting them to sit.
- Transferring a client from a bed to a chair or wheelchair and back.
- Transferring a client from a wheelchair to a bath chair or toilet.
- Using mechanical lifts including ceiling lifts.
- Cleaning of equipment.

Bedmaking:
- Making a closed bed.
- Making an open bed.
- Making an occupied bed.

Promoting exercise and activity:
- Bed rest.
- Assisting with ambulation.
- Assisting with walking devices, especially safe use of walkers with resting seats.
- Assisting with wheelchairs.
- Dealing with falls.

Assisting with dietary intake:
- Serving meals in ways that encourage normalizing interactions.
- Assisting clients with eating and drinking.
- Using appropriate techniques and strategies to safely assist individuals experiencing difficulty biting, chewing, or swallowing.
- Using adaptive utensils.
- Observing and recording intake and output.

Promoting urinary and bowel elimination:
- Using bedpans and urinals.
- Toileting techniques.
- Using commodes.
- Assisting the client with urinary and bowel incontinence.
- Using urinary incontinence products.
- Assisting the client with condom catheter drainage.
- Assisting the client with an established catheter (must have client-specific delegation from a regulated health professional to perform any restricted activities).
- Emptying drainage bags.
- Collecting urine specimens.
- Factors affecting bowel elimination.
- Assisting with bowel training.
- Administering enemas and suppositories (must have client-specific delegation from a regulated health professional to perform any restricted activities).
- Assisting the client with an established ostomy (must have client-specific delegation from a regulated health professional to perform any restricted activities).
- Collecting stool specimens.

Hand and foot care:
- After assessment of the client by a regulated health professional, HCAs may assist with hand and foot care tasks limited to:
  - Observing for any changes and reporting to the supervisor.
  - Nail clipping for clients without chronic diseases like diabetes without swollen feet, without compromised skin, or without compromised nail integrity.
  - Soaking, massaging, and applying lotion to hands and feet as per the care plan.

Compression stockings:
- After assessment of the client by a regulated health professional, HCAs may apply and remove compression stockings as per the care plan.
- Wash and dry stockings as per care plan.

Measuring vital signs:
- Measuring height and weight.
- Measuring body temperature.
- Monitoring pulse and respirations.
- Being familiar with differing types of equipment.
- Reporting and recording vital signs.

Heat and cold applications:
- Knowing policies and procedures of facility or agency.
- Theory of heat and cold applications.
- Safety considerations and checks.

Medications:
- Types of medications (capsules, tablets, ointments, suppositories, liquids, drops, inhalers).
- Common abbreviations used with medications.
- Critical "rights" of assisting with medications.
- Reading medication labels.
- Roles and responsibilities, legal implications of actions.
- Observing the client for unexpected effects (recognizing what is not normal for the client and reporting it).
- Individual's right to refuse medication.
- Documentation as required by the care plan.

Medication assistance:
- Reminding the client to take their medication.
- Reading the medication label to the client.
- Providing the medication container to the client.
- Opening blister packs or dosettes.
- Loosening or removing container lids.
- Recapping the device or closing the medication container or bottle.
- Placing the medication in the client's hand.
- Steadying the client's hand while the client places medications in their mouth or administers their own eye drops, nasal sprays, or other medication.
- Using an enabler (such as a medicine cup, spoon, or oral syringe) to assist the client in getting the medication into their mouth.
- Supervising clients during self-administration.
- Providing the client with water or other fluids for rinsing the client's mouth or to help them swallow medication.

Medication administration:
- Applying a transdermal patch.
- Administering prescription ear or eye drops.
- Inserting a rectal suppository or enema.
- Applying a prescription cream or ointment.

Assisting with oxygen needs:
- General precautions for the safe use of oxygen.
- Application and removal of nasal prongs.
- Dealing with oxygen tubing.
- Recognizing oxygen concentrators, tanks (compressed oxygen), and liquid oxygen.
- Turning on and off the nebulizer.

Home management:
- Applying agency policies and procedures.
- Observing the home for safety risks (for client and caregiver).
- Fire hazards and safety precautions.
- Maintaining safety and medical asepsis in the home setting.
- Using common cleaning agents, following Workplace Hazardous Materials Information Systems (WHMIS) plan.
- Using body mechanics in a home environment.
- Dealing with emergencies in the home.
- Community resources and supports.

UNIVERSITY
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ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 130	**Number of Credits:** 3.5 Course credit policy (105)

Course Full Title: Complex Care Practice
Course Short Title: Complex Care Practice

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a complex care facility.

Prerequisites (or NONE):	HCA 120.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **HSRC 165A**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **Face-to-face only**

Typical Structure of Instructional Hours

Practicum	135
Total hours	**135**

Expected frequency: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	January 15, 2024
Faculty Council approval	**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2024

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

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

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive, and spiritual health and well-being of clients and families.
3. Provide person-centred care and assistance for clients experiencing complex health challenges.
4. Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent, and organized manner.
8. Recognize and respond to own self-development, learning, and health-enhancement needs.
9. Perform the caregiver role in a reflective, responsible, accountable, and professional manner.

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

Practicum:	100%		%		%
	%		%		%

Details:

Clinical progress journal, personal care skills checklist, instructor/student midterm and final evaluation.

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

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

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Provide person-centered care and assistance for 4-6 clients in a complex care setting.
- Provide care and assistance for clients experiencing complex health challenges.
- Interact and communicate effectively with other members of the healthcare team.
- Provide personal care and assistance to clients in complex care in a safe, competent, and organized manner.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 131	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Specialized Dementia Care Practice
Course Short Title: Spec. Dementia Care Practice

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals experiencing cognitive challenges. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a complex care facility.

Prerequisites (or NONE):	HCA 130.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **HSRC 165B**

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Credit/No Credit**

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

Expected frequency: **Twice per year**

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

Typical Structure of Instructional Hours

Practicum	90
Total hours	**90**

Scheduled Laboratory Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

No, PLAR cannot be awarded

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

Transfer credit already exists: **No**

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

Department approval		**Date of meeting:**	January 15, 2024
Faculty Council approval		**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 29, 2024

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

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

1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive, and spiritual health and well-being of clients and families.
3. Provide person-centred care and assistance for clients experiencing complex health challenges.
4. Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent, and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
1. 9. Perform the care-giver role in a reflective, responsible, accountable, and professional manner.

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

Practicum:	100%		%		%
	%		%		%

Details:

Clinical progress journal, personal care skills checklist, instructor/student midterm, and final evaluation.

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

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.)*

Clinical placement (under the direct supervision of a program instructor) in a complex care facility with a specialized dementia care unit.

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	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Provide care and assistance for up to 4 clients experiencing cognitive and health challenges associated with dementia.
- Interact and communicate effectively with clients experiencing cognitive and health challenges associated with dementia.
- Provide personal care and assistance to clients with dementia in a safe, competent, and organized manner.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	June 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2024
COURSE TO BE REVIEWED (six years after UEC approval)**:**	August 2030

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 132	**Number of Credits:** 1.5 Course credit policy (105)

Course Full Title: Community Setting Preceptorship
Course Short Title: Community Setting Precept.

Faculty: Faculty of Health Sciences	**Department/School:** School of Health Studies

Calendar Description:

This practice course provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals and families in a community setting. Students will become more familiar with the role of the Health Care Assistant within a home support agency, assisted living facility, or group home and gain abilities that will prepare them for employment in these settings. It is important that students understand the philosophy of community settings and its emphasis on client choice and independence.

Prerequisites (or NONE):	HCA 110, HCA 111, HCA 112, HCA 113, HCA 114, HCA 115, HCA 120, and HCA 130.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **HSRC 165C**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **Face-to-face only**

Typical Structure of Instructional Hours

Practicum	60
Total hours	**60**

Expected frequency: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **No**

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

Scheduled Laboratory Hours

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

Department approval		**Date of meeting:**	January 15, 2024
Faculty Council approval		**Date of meeting:**	April 5, 2024
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	August 29, 2024

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

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

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive, and spiritual health and well-being of clients and families.
3. Provide person-centred care and assistance for clients experiencing complex health challenges.
4. Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent, and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the caregiver role in a reflective, responsible, accountable, and professional manner.

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

Practicum:	100%		%		%
	%		%		%

Details:

Clinical log, personal care skills checklist, student self-evaluation, preceptorship final evaluation checklist.

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

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

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Provide care and assistance to clients in a community setting under the guidance of a preceptor.
- Interact and communicate effectively with both clients, families, and a preceptor in a community setting.
- Provide personal care and assistance to clients in the community in a safe, competent, and organized manner.

MEMO

To:	UEC/CWC
From:	Tracy Ryder Glass, Vice Provost Academic (on behalf of PDQA)
Cc:	Sylvie Murray, Dean, College of Arts
	Rashad Mammadov, Director, School of Communication
	Sumitra Robertson, Assistant to the Dean, College of Arts
	Jessica Csincsa, Assistant, Program Development & Quality Assurance
	Melinda Saretzky, Executive Assistant, Provost office
	Carol Dickson, Executive Assistant, Vice Provost Academic office
Date:	June 3, 2024
Re:	Program Proposal for Journalism Minor

The following is being submitted for review and recommendation to UEC/CWC by PDQA on behalf of the School of Communications within the College of Arts.

On April 18, 2024, the Journalism Minor received Ministerial approval to implement. While the original intention was to proceed with the internal approval process at the same time as proceeding with the 30-day peer review period required of all post-secondary institutions wishing to offer a new degree, the Minister's approval came through prior to this being finalized through UFV's internal process. As UFV has exempt status to the bachelor's degree level the program received approval without undergoing a degree program quality review. As such we are completing our internal process subsequent to the Minister's approval. We provide this explanation in the event there is any confusion around recent information pertaining to the approval of this program. This will not interfere with the proposed launch date of Fall 2025.

The following is a summary of the internal consultation/approval process to date:
- Budget Analysis completed (March 15, 2023)
- Library Assessment completed (Feb 9, 2023)
- Faculty Council approved (January 13, 2023)

The program proposal requires continuation of the internal approval process starting at UEC (pre check) and will follow the following path of consultation for approval:
1. UEC pre-check and CWC.
2. UEC review and approval.
3. APPC review and approval.
4. Senate review and approval.

Attached are the following documents in support of this request.
- Proposal for Journalism Minor
- Appendices for Proposal for Journalism Minor (Calendar Copy noted in Appendix 1)

*Note: Documents are available in **S:\Groups\UEC\2024-08-29 Journalism minor**.*

University of the Fraser Valley

Undergraduate Education Committee
Terms of Reference

RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.

3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.

4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.

6. Liaise with faculty councils to communicate decisions and expectations related to the curriculum approval process and to establish and maintain collaborative relationships.

7. Provide support to curriculum proponents in understanding and preparing course and program revision packages when requested.

8. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.

9. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.

10. Liaise with other Senate subcommittees, such as the Senate Teaching and Learning Committee and APPC, to discuss curricular matters.

11. Collaborate with the Program Development and Quality Assurance office to ensure quality standards are applied to program and course curriculum.

12. Establish such subcommittees as needed to fulfill the committee's responsibilities.

13. Provide an annual written report to Senate.

14. Review its terms of reference and membership composition annually, and make any recommendations for revisions to Senate.

15. Other duties as assigned by Senate.

COMPOSITION

Voting Members
- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- ~~Vice-Chair~~Executive Secretary, Registrar and Associate Vice-President, Enrolment Management (or designate)
- Nine faculty members, including at least one from each Faculty and at least two of whom are members of Senate, approved by Senate
- Two deans, or one dean and one associate dean, approved by Senate

- University Librarian or designated Librarian* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

Ex Officio Non-Voting Members
- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- AVP, Xwexwílmexwawt
- Manager, Enrolment Planning
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate)
- Director, Equity, Diversity, and Inclusion (or designate)

Optional Non-Voting UEC Liaisons
- Representatives of Faculty Council Curriculum Committees not otherwise represented, nominated by the FCCC

Administrative Support
- UEC Assistant/Calendar Editor, Office of the Registrar

* Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.

UNIVERSITY OF THE FRASER VALLEY

UEC PRE-CHECK SUBCOMMITTEE

MANDATE

The mandate of the Pre-Check Subcommittee of the Undergraduate Education Committee (UEC) is to assist curriculum change proponents in achieving a smooth approval process for curriculum change packages. The committee checks that submissions to UEC are complete, that they adhere to institutional policies and guidelines, and that consultation has occurred where needed. The subcommittee will also flag any potential questions that may arise at Campus-Wide Consultation (CWC) or UEC related to the curriculum proposal. The Pre-Check Subcommittee will, at the request of proponents, provide guidance and examples to support revisions to curriculum packages.

RESPONSIBILITIES

1. Review all course and program proposals for clarity, completeness, and adherence to procedures, including Policy 21 Undergraduate Course and Program Approval and the Guidelines for Curriculum Quality.

2. Confirm whether a change is minor or major.

3. Determine whether proposals are consistent with current academic policies.

4. Ensure all potentially impacted areas have been consulted.

5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

PROCEDURES

1. Review all course and program proposals according to the Responsibilities.

2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Proponents may request further information or an in-person meeting to discuss any feedback received. Revised proposals are to be resubmitted to Faculty Council and then the UEC Pre-Check Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Pre-Check Subcommittee and communicated to the proponent and Faculty Council.

3. After proposals have been approved by the UEC Pre-Check Subcommittee, they will be posted to CWC.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2023

UNIVERSITY
OF THE **FRASER VALLEY**

UEC PRE-CHECK SUBCOMMITTEE

COMPOSITION

The UEC Pre-Check Subcommittee is composed of members with a variety of areas of expertise and each is required to review submissions from their area of specialization.

Membership
- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member*
- UEC Advisor
- CFO/SBC representative
- PDQA representative

* Two-year term, renewable.

APPENDICES

Membership roles infographic

Implementation date: September 2023

UEC PRE-CHECK
Membership & Responsibilities

MANDATE
Pre-Check is designed to help make the curriculum approval process easier by checking packages for completeness, addressing any important questions, and providing resources to support revisions. This infographic explains the roles of committee members.

UEC CHAIR AND FACULTY MEMBER
Course and program outcomes, responses to Indigenization and EDI questions, adherence to polices and Guidelines for Curriculum Quality.

REGISTRAR
Prerequisites, admissions, potential issues with Banner and DegreeAudit, institutional polices, registration processes.

UEC ASSISTANT
Calendar copy and editing, consultation with relevant areas, correct procedures and use of forms and templates.

UEC ADVISOR
Prerequisites, admissions requirements, calendar copy, consultation with appropriate areas.

CFO/SBC REPRESENTATIVE
Budget implications, consultation with deans and other Senate subcommittees.

PDQA REPRESENTATIVE
DQAB standards for new program proposals, external approval considerations, UFV program approval policies and processes..

UNIVERSITY OF THE **FRASER VALLEY**

UEC POLICY SUBCOMMITTEE

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

PURPOSE

The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

> 2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.

> 4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

TERMS OF REFERENCE

1. Review Senate Governance Committee requests for policy reviews.

2. Consult with relevant stakeholders where necessary.

3. Work with the Secretariat to draft policy revisions.

4. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.

5. Identify policies in need of revision and propose policy reviews when appropriate.

6. Initiate policy reviews when directed by UEC to do so.

COMPOSITION

Membership
- One UEC Chair
- Registrar (or designate)
- University Secretary (or designate)
- Two UEC Faculty members*
- One UEC Advisor*
- One IR representative
- One PDQA representative
- One Dean
- One UEC at large member*

* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)

UNIVERSITY OF THE **FRASER VALLEY**

UEC ADMISSIONS SUBCOMMITTEE

TERMS OF REFERENCE

The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

Purpose

The purpose of the subcommittee is to:

- Advise UEC on admission and readmission policy and practices.
- During the creation of new programs or the revision of existing programs, review proposals with a view to ensuring effective and efficient admission requirements and practices.
- Consider "special admission requests" (individual exceptions to admission requirements) to programs below the Graduate level, as required under the Admission policy (80).
- UEC may refer admissions matters or questions to UECAS for comment, research, or recommendations.

PROCEDURES

Process

- UECAS will review new or changed admission requirements for all programs and credentials below the Graduate level prior to submission to UEC.
- UECAS may be consulted on new or changed admission requirements to Graduate-level programs and credentials.
- The Admissions office is responsible for developing a process to review special admission requests in preparation for presentation to the subcommittee.
- Decisions may be made in a formal meeting, virtual or in-person. Where a meeting is not possible or practical, an email vote is permissible. For email votes, members will have a minimum of five business days to respond. If quorum is not available, or the UCEAS is unable to reach a decision, the matter will be referred to UEC. Once a quorum is reached, decisions will be decided by a simple majority of those voting.
- Quorum is four (4) voting members.

Reporting

- The UEC Committee Assistant will provide administrative support and retain a record of all decisions made.
- The Chair will make regular reports to UEC.

COMPOSITION

Membership

- Associate Registrar, Admissions and Recruitment (Ex-officio)
- University Registrar or designate
- Two UEC members from the faculty complement
- One from International Education
- One Associate Dean

- Two additional members, including at least one Academic or Program Advisor. These may be from within, or outside, UEC.
- The Manager of Admissions will be a resource (non-voting) to the subcommittee.

Chair
- The Associate Registrar Admissions and Recruitment will be the Executive Secretary.
- The UECAS will determine a Chair each September. The Executive Secretary will serve as the Vice-Chair.

UNIVERSITY
OF THE FRASER VALLEY

UEC TRANSFER CREDIT SUBCOMMITTEE

TERMS OF REFERENCE

The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

Purpose

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

PROCEDURES

Process
- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

Reporting
- The chair will retain a record of all decisions made.

COMPOSITION

Membership
- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

Chair
The TCS will determine a chair each September.

Annual Report to Senate
Undergraduate Education Committee
2023/24

The Undergraduate Education Committee (UEC) has the responsibility to advise Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

Message from the Chair

UEC has held face-to-face meetings throughout this academic year with the option for members to connect remotely if they were unable to attend in person. The hybrid model that encourages in-person attendance of most committee members and virtual attendance for guests has continued to enable more fulsome discussion of the curriculum-related issues that arise while still respecting the time and travel requirements of guests and committee members who need more flexibility.

At our annual retreat this past August, UEC reviewed and updated many of our curriculum approval guideline documents and invited the College of Arts Curriculum Committee to discuss common curriculum trends and issues. We will invite a different faculty curriculum committee for the next retreat and are continuing to connect with the faculties via the newly established Faculty Liaison members on the committee.

Here is the list of goals identified in 2022 and the progress we have made towards meeting them:
- Expand options for early curriculum committee consultation with the UEC Screening Subcommittee. *Done. Screening has been renamed to Pre-Check and more options for early consultation have been provided and communicated to the faculty council curriculum committees.*
- Ensure each curriculum committee has representation at UEC. *Done. Each faculty has been invited to send or designate a liaison.*
- Provide a liaison/UEC representative for each faculty who can work more explicitly to provide guidance and mentoring before the committee steps begin. *In progress.*
- Increase Teaching and Learning support for faculty members in understanding and working with the curriculum approval process while acknowledging and respecting faculty member experience. *This is ongoing work that should and will continue, and is under the direction of Teaching and Learning.*
- Implement software and an online repository for in-progress course development, examples, collaboration, and interdepartmental collaboration. *In progress.*
- Provide additional course outline support documents including a glossary and examples of effective sections/responses to questions. *In progress. This work was started, but we recognize that more updates need to be added and examples provided.*
- Promote Institutional Research information that can be used for supporting data in curriculum proposals. *Not started. This goal will carry forward for discussion at our August retreat, since it is not one we have had time for this year.*
- Provide a rubric for Campus-Wide Consultation. *Done. More will be done to communicate the purpose of CWC for those who are on the list.*

In addition to these goals carried over from the 2022 retreat, the committee created a list of topics for discussion so meeting time can be used productively when we have a light, but important agenda. We were able to hold two such discussion sessions this past year, one on the Strategic Enrolment Management plan and one on the new ILOs. We also held general discussions on direct admission to majors, and program development procedures. For next year, we plan to hold discussions on the following when time is available:
- Prerequisites: a system scan of the provincial landscape
- The structure of knowledge in different disciplines
- Frameworks for learning outcomes beyond Bloom's Taxonomy
- EDI and course design

Summary of Committee Work

In the 2023/24 academic year, UEC reviewed and approved changes to more than 50 programs and more than 250 courses as part of the regular curriculum review process, an increase of workload over the previous year yet again. These approvals are summarized below.

Changes to program and/or admission requirements:
- Bachelor of Arts
- Bachelor of Arts in Global Development Studies
- Bachelor of Business Administration (Aviation)
- Bachelor of Environmental Studies
- Bachelor of Environmental Studies (Natural Sciences)
- Bachelor of Fine Arts
- Bachelor of Integrated Studies
- Bachelor of Regional and Community Planning
- Bachelor of Science
- Bachelor of Science in Nursing
- Agriculture Technology diploma
- Automation and Robotics Technician diploma
- Aviation diploma
- Digital Manufacturing diploma
- General Studies diploma
- Paralegal diploma
- Visual Arts diploma
- Dental Office Receptionist certificate
- Electronics Technician certificate
- Horticulture Crop Production and Protection certificate
- Indigenous Arts certificate
- Indigenous Studies certificate
- Legal Administrative Assistant certificate
- Livestock Production certificate
- Nursing Unit Clerk certificate
- Paralegal certificate
- Stó:lō Studies certificate
- Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying associate certificate (and name change from Indigenous Maps, Films, Rights, and Land Claims associate certificate)
- Business Analytics post-baccalaureate diploma
- International Business post-baccalaureate diploma
- French major, extended minor, and minor
- Global Development Studies extended minor and minor
- History major and extended minor
- Indigenous Studies major and minor
- Sociology major, extended minor, and minor
- Sociology major: Social Research concentration
- Visual Arts major, extended minor, and minor

New credentials:

- Applied Geographic Information Systems associate certificate
- Digital Communication and Promotion post-baccalaureate diploma
- Engineering Common Core certificate (formerly Engineering Transfer program)

Since the last annual report in May 2023, UEC has received 281 course proposals including 191 major changes, 5 minor changes, 45 new courses, and 40 discontinued courses. The last report noted that the previous five years saw more courses discontinued than created. Although this trend has not exactly continued, the six-year total since 2018/19 is 252 new courses and 283 discontinued courses.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	6-year total
New courses	53	25	43	34	52	45	252
Discontinued courses	77	40	20	45	61	40	283

Terms of Reference

UEC has proposed recommendations for revisions to the Terms of Reference and membership, to ensure the work of the committee is represented accurately and to add a representative from the EDI office to the membership. The faculty council curriculum committee liaisons to UEC have also been added to the Terms of Reference.

UEC Subcommittees

Standing subcommittees:

- The Pre-Check Subcommittee typically meets every two weeks to review all items prior to CampusWide Consultation and UEC.
- The Policy Subcommittee has completed work on the following policies:
    - Attendance policy (62)
    - Course Repeat policy (86)
    - English Language Proficiency policy (99)
    - Grading System policy (101)
    Work continues on the following policies:
    - Subsequent and Concurrent Bachelor Degree policy (98)
    - Credentials policy (64)
    - Course Credits policy (105)
- The Admissions Subcommittee met once this year.
- The Transfer Credit Subcommittee meets as required to review transfer credit requests from institutions or programming not recognized under the Transfer Credit policy. Since the last annual report, they agreed to recognize Transport Canada as an educational institution for transfer credit purposes, approved allocation of transfer credits for Transport Canada certifications, reviewed a preliminary request for transfer from InFocus Film School, and approved a renewal of a transfer agreement with the Vancouver Film School.

Looking Forward

UEC received revisions to the Institutional Learning Outcomes (ILOs) and is prepared to implement them starting July 1. We are prepared to consult on revisions to the UFV Outcomes Booklet and the Guiding Principles for Quality Curriculum.

We plan to again offer an August retreat after our meeting to focus on orientation of new members and establishing goals for the year. The UEC Chair and Assistant will continue to extend offers to attend each faculty council as guests to explain the work UEC is doing, answer any questions related to the process, and hear any suggestions or concerns about curriculum approval at UFV. We will continue the important communication initiative of holding the UEC Orientation in August for department heads and assistants. Last year's orientation was attended by more than 50 people and the video of the session was distributed to faculty council curriculum committees. The purpose of the orientation is to review the program and course approval process, including identifying where resources are found on the UFV website.

In addition to the August retreat, meetings are scheduled monthly from September to June. Depending on the number of submitted items, UEC is often able to cancel meetings in either November or December and either May or June. The highest volume is typically in January and February, leading up to the annual Academic Calendar deadlines.

Conclusion

UEC has successfully supported the academic community in ensuring our undergraduate curriculum meets the quality assurance standards agreed upon in UFV's Guidelines for Quality Curriculum and those set by the Degree Quality Assessment Board.

UEC members have shown great commitment in undertaking their work. Agenda packages this year have been larger overall than in recent years, with several exceeding 300 pages, and cover a multitude of program and course changes along with other curriculum-related items from multiple faculties.

Report to Senate prepared by: Samantha Hannah (Chair), David Johnston (Vice-Chair), and Amanda Grimson, (Calendar Editor and UEC Assistant).

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UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2024-25

UNIVERSITY
OF THE FRASER VALLEY

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Voting Members		
Vice-Chair, Registrar & AVP, Enrolment Management (or designate)	Ongoing	David Johnston, Office of the Registrar
9 faculty members, at least 2 from Senate		
Faculty (senator)	08-01-2024 to 07-31-2027	Dana Landry, Faculty of Social Sciences
Faculty (senator)	08-01-2022 to 07-31-2025	Shel Stefan, Faculty of Humanities
Faculty of Humanities	08-01-2024 to 07-31-2027	Joy Enyinnaya, Faculty of Humanities (Senator)
Faculty of Health Sciences	08-01-2024 to 07-31-2026	Susan Stoneson, Faculty of Health Sciences
Faculty of Business and Computing	08-01-2024 to 07-31-2026	
Faculty of Applied and Technical Studies/FECHD	08-01-2024 to 07-31-2026	Vacancy
Faculty of Science	08-01-2024 to 07-31-2025	Stan Manu, Faculty of Science
Faculty of Humanities	08-01-2022 to 07-31-2025	Samantha Hannah, Faculty of Humanities
Faculty of Social Sciences	08-01-2023 to 07-31-2025	Michael Batu, Faculty of Social Sciences
2 deans or associate deans		
Dean	08-01-2024 to 07-31-2027	Allyson Jule, Faculty of Education, Community & Human Dev.
Dean	08-01-2024 to 07-31-2027	Cindy Schultz, Associate Dean, Faculty of Health Sciences
1 academic advisor	08-01-2023 to 07-31-2025	Rhonda Colwell, Academic Advisor
1 staff	08-01-2023 to 07-31-2025	Lisa McMartin
2 undergraduate students		
Student	08-01-2024 to 07-31-2025	Afeef Alam
Student	08-01-2024 to 07-31-2025	Pavandeep Judge
AVP, Teaching and Learning (or designate)	Ongoing	Claire Hay, Specialist, Teaching & Learning
University Librarian (or designated librarian) (ex officio)	Ongoing	Selena Karli, Librarian, Reference & Instruction
Ex-officio Non-voting Members		
Provost & Vice-President, Academic (or designate)	Ongoing	Sylvie Murray (designate)
AVP, Research & Graduate Studies (or designate)	Ongoing	Vacancy
Executive Director, International Education	Ongoing	David McGuire
AVP, Xwexwilmexwawt	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Donna Alary
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre (or designate)	Ongoing	Bobby Jaswal (designate)
Associate Director, Program Development & Quality Assurance	Ongoing	Chris Campbell
Faculty Council Liaison (Non-voting)		
Faculty of Health Sciences	Ongoing	Amber Johnston
Faculty of Science	Ongoing	
Faculty of Social Sciences	Ongoing	
Faculty of Humanities	Ongoing	
Faculty of Business and Computing	Ongoing	
Faculty of Education Community and Human Development	Ongoing	Carolyn MacLaren
Administrative Support (non-member)		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 31 members - 17 voting members and 8 non-voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of August, 2024

UEC MEETING DATES AND AGENDA DEADLINES 2024/25

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

Meeting Dates & Room	Agenda Exhibit Deadline (12:00 pm)
August 29, 2024 **D225** — 10 am	
September 27, 2024 **A225** — 10 am	September 18, 2024
October 25, 2024 **A225** — 10 am	October 16, 2024
November 22, 2024 **A225** — 10 am	November 13, 2024
December 13, 2024* **A225** — 10 am	December 4, 2024
January 31, 2025 **A225** — 10 am	January 22, 2025
February 28, 2025 **A225** — 10 am	February 19, 2025
March 28, 2025 **A225** — 10 am	March 19, 2025
April 25, 2025 **A225** — 10 am	April 14, 2025**
May 23, 2025 **A225** — 10 am	May 14, 2025
June 20, 2025 **A225** — 10 am	June 11, 2025

* This meeting will take place in week 3 of the UFV meeting schedule.
** Agenda deadline earlier due to Easter long weekend.

Standing Committees of Senate Rules for the Conduct of Business

The business of the Senate standing committees shall follow the same rules of conduct as approved in the Senate bylaws and meetings will be conducted according to Robert's Rules of Order, except as otherwise stated below.

1. **Procedures**

   1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.

   1.2. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.

   1.3. Chairs of standing committees may speak at Senate on items from standing committees to Senate.

   1.4. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.

   1.5. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

2. **Voting**

   2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.

   2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:

      a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR

      b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:

i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;

ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.

2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

3. Meeting Schedule

3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Academic Planning and Priorities Committee
- Senate Governance Committee
- Undergraduate Education Committee

3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Senate Awards and Honours Committee
- Senate Committee for Student Appeals
- Faculty Standards Committee of Senate
- Senate Graduate Studies Committee
- Indigenization Committee of Senate
- Senate Research Committee
- Senate Teaching and Learning Committee

4. Terms of office

4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

4.3. To allow for some continuity on Senate standing committees when all faculty terms are ending at once, the Secretariat shall approach faculty members to ask some if they wish to extend their term by one year, after consultation with the committee chair.

5. Attendance

5.1. Regular attendance is expected of all members of the Senate standing committees.

5.2.   Any member of a standing committee who misses two consecutive meetings per year,   without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

6. Amendments

6.1. Changes to the rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.

6.2. Each standing committee will review its terms of reference annually between January and April. Changes will be submitted to the Senate Governance Committee no later than the third week of April for review by Senate Governance Committee in May and to Senate for approval in June.

Robert's Rules of Order for
Senate and Standing Committees of Senate

Senate and Standing Committees of Senate meetings are conducted according to Robert's Rules of Order. The following document provides an overview of Robert's Rules of Order and apply to Senate and Standing Committees, unless the bylaws or committee rules of order states otherwise. [1]

Quorum

- Quorum for meeting is minimum of fifty percent (50%) of voting membership.[i]
- Normally the chair of any given meeting does not vote and is not counted towards quorum except in the case where the chair's participation is required to meet quorum. Leaves of absence will reduce quorum requirements accordingly.
- Where there are vacancies on standing committees, quorum is 50% of available voting membership – vacant positions are excluded from the count.
- If a quorum does not exist at a meeting, any action taken in the absence of a quorum is invalid. Once quorum is declared the meeting continues, unless bylaws or committee rules of order states otherwise.[ii]

Motions

A motion is a formal proposal that the decision-making body will vote on.

- Motions must be made by voting committee members, unless bylaws or committee rules of order states otherwise.
- See Appendix 1 (p.4) on Steps in a motion and Appendix 2 How to handle specific motions (p. 5).

Role of mover and seconder[iii]

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated. The mover is generally presumed to be in favor of the motion when he or she moves it, but is entitled to change his or her mind and vote against the motion.[iv] The individual seconding a motion does so only to get the motion debated, and it should not be assumed that the mover and/or seconder are in favour of the motion.[v]

The chair may ask the mover and seconder if they agree to amend or withdraw the motion they put on the table. This is incorrect. Neither the mover nor the seconder own the motion once debate on it begins; ownership shifts to the group. A decision to amend or withdraw the motion is to be made by the group, collectively, and not unilaterally by the mover and seconder.[vi]

Main motions

Motions introduce a new piece of business or propose a decision or action to be taken. [vii] The following are some aspects of main motions:

- Main motions cannot be applied to any other motions.
- There can be only one main motion on the floor at one time.
- They are debatable, amendable, and can be reconsidered.

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[1] Contact the Secretariat office for further clarification on Roberts Rules of Order

Subsidiary motions:[viii]

Motions that affect or change how a main motion is handled. Subsidiary motions are voted on before the main motion. Examples include:

Postpone to a certain time[ix]: To move to a later, specified time on the agenda or to the next meeting.

Amendments[x]: Used to clarify or modify a motion under consideration.
- Must state exact wording and where in the main motion the change is to be made.
- Amendments must be germane
- When an amendment needs to be amended, a secondary amendment results. Secondary amendments may not themselves be amended.
- A friendly amendment is an amendment to a motion that is perceived by all parties as an enhancement to the original motion, often only as clarification of intent. A friendly amendment should be handled the same as a regular amendment and must be adopted by the full body, either by a vote or by unanimous consent.

Commit or refer[xi]: Assigns the motion to a delegated committee for action (e.g., investigation or a report). The motion should specify the committee (or committee make-up if a special committee is to be formed) and deadline.

Table[xii]: To lay aside the business at hand in such a manner that it will be considered later in the meeting.

Withdraw: Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.

Limit or Extend Debate[xiii]: Use when circumstances call for shorter or longer speech.

Previous Question[xiv]: To close the debate and bring to an immediate vote.

Adjourn[xv]: A motion to end the meeting.

Motions that Bring a Question Before the Assembly Again:
- **Take from the Table[xvi]** - resume consideration of a main motion.
- **Rescind, Repeal or Annul[xvii]** - cancel something that has been previously approved.
- **Amend Something Previous Adopted[xviii]** - proposal to modify wording or text previously approved.
- **Discharge a Committee[xix]** - if a question has been referred to or a task assigned to a committee that has not made a final report, the committee may be discharged to allow the committee to take action or to drop the motion.
- **Reconsider[xx]** - within the same meeting that a motion has been voted on, the question may come before the assembly again as if it had not been voted on.

Debating[xxi]

Each speaker must first be acknowledged by the chair. When there are several people wishing to speak, each may speak in turn, and may not speak again until all others have had a turn. Speakers must keep remarks relevant and appropriate to the discussion, on subject, and adhere to time limits.

A person may interrupt a speaker for these reasons only:
- to get information about business – point of information
- to get information about rules – parliamentary inquiry
- if he/she can't hear, safety reasons, comfort, etc. – question of privilege

- if he/she see a a breach of the rules – point of order
- if he/she disagrees with the chair's ruling – appeal

Voting

- *Putting the question* is when the chair calls for a vote on a motion. Voting is usually by show of hands, after the chair clarifies to the assembly what they are voting on.[xxii]
- Motions proposed usually require approval by a majority of all voting members present (i.e. more than 50% of the votes cast) although some motions, such as motions to limit or end debate, or suspend the rules require 2/3 of the votes cast. The committee chair may vote, unless by-laws or committee rules of orders state otherwise.
- Ex-officio means "by virtue of office"; an ex-officio member is a person who is entitled to a position on a board or committee for as long as he or she holds a certain office. Ex-officio members of boards and committees have the same rights and privileges as all other members, including the right to vote, unless the by-laws or committee rules of orders state otherwise.[xxiii]

Abstention[xxiv]

In tallying the votes, abstentions do not count towards the in favour votes. If a vote fails as a result of abstentions, then the discussion will reopen and the vote will be called again on the majority of those present and voting (this time excluding abstentions).

Members should abstain when they have a direct personal interest in the matter that amounts to a real or perceived conflict of interest.

References

Henry M. Robert III and others, *Robert's Rules of Order Newly Revised*, 11th ed. (Da Capo Press, 2011).

UFV Senate Bylaws – see http://www.ufv.ca/senate/

SGC Rules for the Conduct of Business – see http://www.ufv.ca/senate/standing-committees/senate-governance-committee/

Senate Standing Committee Rules for the Conduct of Business - see http://www.ufv.ca/senate/standing-committees/

Appendix 1 - Steps in a motion

1
- Member makes a **clearly worded motion to take action or a position.**
- "I move..."

2
- **Motion must be seconded.**
- "Second!"
- A second allows discussion to occur; it does not signify approval.

3
- **Chairman restates the motion**.
- "It is moved and seconded that..."

4
- **Discussion/debate occurs**.
- Maker of motion starts discussion.
- Amendments may be offered - return to step 1 to amend motion: "I move to amend the motion by..."

5
- Chair closes discussion and **states the question/asks for a vote**.
- "The question is on the adoption of the motion that…"

6
- Chairman provides **voting directions**:
- "Those in favor of the motion, say aye";

7
- Chairman announces the **result of the vote**:
- "The ayes have it, and the motion is adopted" or
- "The noes have it, the motion is lost."

Robert's Rules of Order for Senate and Standing Committees of Senate   Page 4 of 6
Prepared by the Secretariat Office

Appendix 2 - How specific motions are handled

These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

S indicates the section from Robert's Rules.

PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?	S
Close meeting	I move to adjourn	No	Yes	No	No	Majority	21
Make to follow agenda	I request regular order be resumed	Yes	No	No	No	None	18
Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority	17
Close debate	I move the previous question	No	Yes	No	No	2/3	16
Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3	15
Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority	14
Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority	13
Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority	12
Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority	10

Incidental Motions. No order of precedence. These motions question procedure and are decided upon immediately.

PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?	S
Enforce rules	Point of Order	Yes	No	No	No	None	2
Request for information	Point of information	Yes	No	No	No	None	33

Motions That Bring a Question Again Before the Assembly. No order of precedence. Introduce only when nothing else is pending.

PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?	S
Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority	34
Cancel previous action	I move to rescind ...	No	Yes	Yes	Yes	2/3 or Majority with notice	35

i Senate bylaws and Rules for the Conduct of Business for Senate Standing Committees
ii RONR (11th ed.), S.44, p. 400
iii RONR (11th ed.), S.4, p. 33
iv RONR (11th ed.), S.4, p. 40
v RONR (11th ed.), S.4, pp. 35-36
vi RONR (11th ed.), S.4, p. 40
vii RONR (11th ed.), S.10, p. 100
viii RONR (11th ed.), S.11, p. 126
ix RONR (11th ed.), S.14, p. 179
x RONR (11th ed.), S.12, p. 130
xi RONR (11th ed.), S.13, p. 168
xii RONR (11th ed.), S.17, p. 209
xiii RONR (11th ed.), S.15, p. 191
xiv RONR (11th ed.), S.16, p. 197
xv RONR (11th ed.), S.21, p. 233
xvi RONR (11th ed.), S.34, p. 300
xvii RONR (11th ed.), S.35, p. 305
xviii RONR (11th ed.), S.35, p. 305
xix RONR (11th ed.), S.36, p. 310
xx RONR (11th ed.), S.37, p. 315
xxi RONR (11th ed.), S.43, p. 385

xxiii [RONR (11th ed.), S. 49, p. 483
xxiv RONR (11th ed.), S. 4, p.45; S.44, p. 400, 401; S.45, p. 407

Guidelines for committee members

The following guidelines are for members of UFV governance bodies and their standing committees but also may be useful for members of any operational committee or task force.

Each committee is doing important work on behalf of the university. Committees involve a number of people and a great deal of valuable time. Active involvement of every participant is important to ensuring the committee is effective and that the time involved is put to good use.

Make a commitment
- Make the committee a priority if you are going to be a member.
- Ensure you understand the committee's mandate and terms of reference.
- Commit to attend meetings regularly and to take the time needed to prepare and participate in the work of the committee.

Preparation
- Ensure you submit agenda items and exhibits within established deadlines. Refer to the process for making submissions to Senate and the Senate Governance committees at ufv.ca/senate/procedures--guidelines/.
- Go over the agenda and materials before each meeting.
- Note questions or concerns, research information you might need, and/or talk to your colleagues prior to the meeting, as needed.
- Become familiar with Robert's Rules *(link to cheat sheet).* Members of Senate standing committees also should be familiar with the Rules for the Conduct of Business on Senate standing committees.

Participation
- Arrive on time and plan to stay for the whole meeting. If you must leave early or miss a meeting, let the chair know in advance. Be aware of the effect of non-attendance on quorum.
- Ask questions or make comments in turn. Be brief and make your point; don't hold forth, repeat yourself, or otherwise waste time.
- Do your part to move through the agenda by moving or seconding motions.
- Help make good decisions by voting on issues. Remember that all committee members are expected to make decisions in the interest of UFV as a whole, not in the interest of a particular area.
- Honour your commitments. Note action items assigned to you. Try to complete tasks before the next meeting so matters can be concluded in a timely fashion.

Meeting etiquette
- Turn off your phone or set it to vibrate. Take any calls outside the room.
- Be respectful of others' points of view. Challenge positions, not people. Don't interrupt or belittle others, even if you disagree.
- Avoid side conversations and activities such as reading or writing emails which are disrespectful and distracting to the chair and other participants.

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The Role of the Chairperson for the Formal Committees of UFV

The role of the Chair is to direct discussion in a fair and efficient manner, ensuring the objectives of the meeting are met and the committee effectively fulfills its responsibility in consideration of the items on the agenda. This involves

- ensuring members are well briefed about each agenda item
- decisions are taken, recorded, and carried out;
- the organization's policies and procedures are applied;
- the agenda is followed; and
- there are time limits for the meeting as a whole and for agenda items.

In the absence of the chair, the Vice-Chair is to perform the duties of the Chair.

The Chairs of standing committees of Senate will be familiar with the following documents, posted online at https://www.ufv.ca/senate/procedures--guidelines/.

- Senate bylaws
- Robert's Rules of Order
- Rules for the Conduct of Business on standing committees of Senate
- Guidelines for In-Camera Meetings
- Procedures for membership on standing committees of Senate
- Terms of Reference for standing committees of Senate
- Process for submissions to Senate and the Board of Governors
- Voting requirements, including in-person vs electronic, as outlined in the Rules for Conduct of Business document

The Chairs of Faculty and College Councils will be familiar with online resources at http://www.ufv.ca/senate/college--faculty-councils/, including their terms of reference.

1. Responsibilities before the Meeting

Before a meeting, the Chair will

- Plan the agenda with the vice-chair and the committee assistant, including the order, time allocations, and who will introduce each item.
- Identify which agenda items are for information, discussion, or a decision.
- Ensures follow-up items from previous meeting(s) are on the agenda
- Be well briefed about each item, and actions taken since the last meeting.
- Invite non-members, when appropriate, to act as a resources for certain agenda items.
- Ensure all necessary background information is sent out with the agenda before the meeting.

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Prepared by the Secretariat Office, 2017 05 01

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2. Responsibilities at the Meeting

At the meeting, the Chair will:

- Start the meeting. Welcome any new members and guests. Make any necessary introductions.
- Ensure that quorum is present.
- Conduct the meeting fluently so members understand the matters at hand and have the opportunity to discuss them.
- Ensure members who wish to speak are aware they must first obtain the floor from the chair. Keep a speakers list. Set speaker time limits, if needed.
- Encourage the active participation of all members of the committee.
- In lengthy discussions, summarize periodically to keep the discussion on track.
- Clearly state resolutions before taking a vote.
- Ensure voting processes are followed correctly. The chair may vote if the vote is tied, unless bylaws or committee rules of order states otherwise.
- Allocate responsibilities for specific tasks with a clearly defined action, person(s) responsible, and deadline.

3. Responsibilities after the Meeting

- Ensure appropriate action is taken as needed on any decisions:
  - make recommendations to the relevant committee,
  - arrange further consultation,
  - communicate decisions effectively to relevant areas of the University, and/or
  - take other actions according to decisions made.
- Address any attendance issues, based on the rules for the conduct of business for the committee.