



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
October 24, 2025 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 7      **2.1. UEC draft minutes: September 26, 2025**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1 English**

8 - 19      **3.1.1. ENGL 226:** Review with changes including title  
                 **ENGL 358:** Review with changes including title  
                 **ENGL 361:** Review with changes including title

MOTION: To approve the ENGL course outlines as presented.

**3.2 Visual Arts**

20 -      **3.2.1. VA 115:** Discontinuation  
21           **VA 116:** Discontinuation  
             **VA 119:** Discontinuation  
             **VA 140/FD 140:** Discontinuation  
             **VA 141/FD 141:** Discontinuation  
             **VA 142/FD 142:** Discontinuation  
             **VA 143:** Discontinuation  
             **VA 165:** Discontinuation  
             **VA 222:** Discontinuation  
             **VA 224:** Discontinuation  
             **VA 232:** Discontinuation  
             **VA 240:** Discontinuation  
             **VA 241:** Discontinuation  
             **VA 252:** Discontinuation

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**VA 272:** Discontinuation  
**VA 284:** Discontinuation  
**VA 322:** Discontinuation  
**VA 332:** Discontinuation  
**VA 352:** Discontinuation  
**VA 372:** Discontinuation  
**VA 384:** Discontinuation  
**VA 401/AH 401:** Discontinuation  
**VA 403/AH 403:** Discontinuation  
**VA 421:** Discontinuation  
**VA 422:** Discontinuation  
**VA 431:** Discontinuation  
**VA 432:** Discontinuation  
**VA 451:** Discontinuation  
**VA 452:** Discontinuation  
**VA 471:** Discontinuation  
**VA 472:** Discontinuation  
**VA 483:** Discontinuation  
**VA 484:** Discontinuation

MOTION: To discontinue the VA courses as presented.

### 3.3 Business

22 -  
36

- 3.3.1. BUS 201:** Review with changes including prerequisites  
**BUS 347:** Review with changes  
**BUS 408:** Review with changes

MOTION: To approve the BUS course outlines as presented.

37 -  
42

- 3.3.2. Human Resource Management major:** Changes to program requirements

MOTION: To approve the changes to the Human Resource Management major as presented, effective September 2026.

### 3.4 Modern Languages

43 -  
45

- 3.4.1. Intermediate Proficiency associate certificate in French:** Changes to program requirements  
**Advance Proficiency certificate in French:** Changes to program requirements

MOTION: To approve the changes to the French Intermediate Proficiency associate certificate and Advanced Proficiency certificate as presented, effective September 2026.

## 4. OTHER BUSINESS/DISCUSSION ITEMS

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- 4.1. Transfer Credit Subcommittee**

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**4.2. Admissions Subcommittee**

**4.3. Policy Subcommittee report**

**4.4. UEC Liaison reports**

**4.5. APPC report**

**4.6. Senate report**

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

**5. INFORMATION ITEMS**

**5.1. Program suspensions and discontinuations**

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

**6. ADJOURNMENT**



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

September 26, 2025  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Allyson Jule, Amanda McCormick, Bobby Jaswal, Chris Campbell, Cindy Schultz, Claire Hay, Dana Landry, David McGuire, David Johnston, Donna Alary, Donna Derksen, Holly Zonneveld, Joy Enyinnaya, Lisa McMartin, Renee Prasad, Samantha Hannah, Selena Karli, Susan Stoneson, Thais Amorim, and Vlad Dvoracek

**ABSENT:** Amber Johnston, Carolyn MacLaren, Desmond Devnich, Shirley Hardman, and Sylvie Murray

**GUESTS:** Yalda Ahmadi, Deborah Alexander, Avril Alfred, Adrianna Bakos, Tuka Bakri, Wade Deisman, Wendy Fajloun, Geetanjali Gill, Larissa Horne, Andrea Hughes, Nicole Kungle, Delinah Marples, David Milobar, Amea Wilbur, Tannaz Zargarian

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: August 28, 2025**

**MOTION:**

To approve the draft minutes as presented.

**CARRIED**

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

##### **3.1. Business**

**BUS 320:** Review with changes

**MOTION:**

To approve the BUS 320 course outline as amended:

- Learning outcome #7: "Demonstrate competency in research report writing and oral presentation, including communicating findings in a culturally appropriate manner for diverse audiences" to "Articulate research findings through report writing and oral presentations in a culturally appropriate manner for diverse audiences"

**CARRIED**

##### **3.2. Adult Education**

**ADED 300:** New course, *Trauma-Informed Pedagogy and Practice*

**ADED 315:** New course, *Race and Anti-Racism in Adult Education*

There was discussion about whether the prerequisites (30 credits in any discipline) are sufficient for these upper-level courses. Adult Education representatives confirmed that this should not be a issue for their students. The *Prerequisites and Corequisites policy (84)* states that prerequisites should be set at the minimum necessary for student success, although UEC members noted that reduced prerequisites can have an effect on the quality of outcomes and depth of learning. This is a broader institutional issue that requires ongoing discussion, particularly in the context of program reviews.

**MOTION:**

To approve the new ADED ~~300~~301 and 315 course outlines as amended:

- ADED 315 learning outcome #1: addition of "in an adult education context"
- ADED 315 learning outcome #5: "Demonstrate improved capacity for critical self-reflection" changed to "Demonstrate critical self-reflection"

CARRIED

*Note: ADED 300 was changed to ADED 301 following the meeting, as ADED 300 has already been used.*

**ADED 410:** Review with changes including prerequisites

**ADED 421:** Review with changes

**ADED 423:** Review with changes including title

**ADED 430:** Review with changes including prerequisites

Amea Wilbur (Department Head, Adult Education) confirmed that the programs embedded in ADED 421 and ADED 423 – Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR), respectively – are external programs brought in at no additional cost.

**MOTION:**

To approve the revised ADED course outlines as amended:

- ADED 423: hours changed from 45 hours tutorial/workshop to 41 hours tutorial/workshop and 4 hours experiential for the retreat

CARRIED

### **3.3. Arts and Integrated Studies**

**UNIV 102:** Discontinuation, *University Studies Tutorial*

Chair was passed to David Johnston for this item.

**MOTION:**

To discontinue UNIV 102.

CARRIED

### **3.4. Economics**

**ECON 365:** Discontinuation, *Transportation Economics*  
**ECON 388:** Discontinuation, *Law and Economics*  
**ECON 397:** Discontinuation, *Regulatory Economics*

**MOTION:**

To discontinue ECON 365, 388, and 397  
CARRIED

**3.5. History**

**HIST 120:** Review with changes including title  
**HIST 314:** Review with changes  
**HIST 392:** Review with changes including title  
**HIST 412:** Review with changes  
**HIST 414:** Review with changes

**MOTION:**

To approve the HIST course outlines as presented.  
CARRIED

**3.6. Indigenous Peoples Knowledges**

**IPK 101:** Review with changes including title

**MOTION:**

To approve the IPK 101 course outline as amended:  
• Reference to IPK 100 will be removed from calendar description  
CARRIED

**3.7. Psychology**

**PSYC 301:** Change to prerequisites

**MOTION:**

To approve the PSYC 301 course outline as presented.  
CARRIED

**3.8. Social Justice and Global Stewardship**

**SJGS 300:** New course, *Social Justice and Global Stewardship*  
*Practicum/Internship*

**MOTION:**

To approve the SJGS 300 course outline as presented.  
CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. English Language Proficiency Requirement**

**MOTION:**

**UEC Draft Minutes  
26 Sep 2025**

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That UEC approve the use of the International English Language Testing System (IELTS) One Skill Retake in calculating a student's overall and band score when determining their English language proficiency, provided that it takes place within two years of the original test date.

CARRIED

**4.2. UEC Liaison reports**

There were no reports.

**4.3. UEC Subcommittees**

- Pre-Check Subcommittee
- Policy Subcommittee

Amanda McCormick agreed to fill the faculty position on the UEC Pre-Check Subcommittee.

Samantha Hannah and Lisa McMartin agreed to continue on the UEC Policy Subcommittee. Renee Prasad will fill the remaining faculty position.

**4.4. Policy Subcommittee report**

The Policy Subcommittee has not yet met, but will be reviewing the English Language Proficiency standards in the context of the updated policy. Work will also continue on several other policies.

**4.5. APPC report**

There was no information to report.

**4.6. Senate report**

Senate recently discussed Fall enrolment, including some challenges with international student enrolment.

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

STLC has not met yet this year, but will be discussing UEC's feedback on the definition of holistic assessment and working on both a short-form bulleted version and an extended version of the document.

**5. ADJOURNMENT**

The meeting was adjourned at 11:37 am.

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English department

Date: March 19, 2025

**Subject: Proposal for revision of English 226: Renaissance Literature in Translation**

*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 title is updated to reflect shifts in nomenclature in the field and to provide clarity on the historical time frame. The course description identifies the major authors in the period to provide clarity on subject matter. The learning outcomes are updated to examine colonial and Indigenous 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 \(ILOs\)](#): **Learning outcomes have been updated to align with program learning outcomes and outcomes in other 200-level courses in English as well as ILOs particularly #2 (Examine Critically and Holistically) and #5 (Engage with Indigenous Knowledge Systems).**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No**
5. Which program areas have been consulted about the change(s)? **N/A**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).



**The revision conforms to the university's commitment to indigenize the academy. The learning outcomes explicitly identify the thematic relevance of colonial and Indigenous perspectives in the study of the literature of Europe in the Early Modern era – the period in which colonization is prevalent among several European nations.**

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

**The course features low-stakes weekly assignments (reading journal) designed to provide opportunities for students to pursue individual learning and familiarize themselves gradually with the course content and related skills. Revision options at the draft stage or after grading provide students with opportunities to improve their work and reduce or remove disadvantages that may exist for some students unfamiliar with the discipline. Used copies of textbooks are readily available, making the course affordable for students with financial concerns.**

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

**\$50 for books**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 226                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> European Literature in Translation 1300–1600                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Euro Lit Translation 1300–1600                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines European literature in translation from 1300–1600, including the rise of humanist culture in such authors as Dante, Petrarch, and Boccaccio.                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | (Any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of ENGL 108 or ENGL 170).                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>ENGL 266</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify major themes and literary trends in European literature from 1300–1600, such as the emergence of new genres.
2. Discuss what is distinctive or original about the literature of this period through different lenses such as gender, race, and historical context.
3. Analyze texts using appropriate critical methods.
4. Identify colonial perspectives in European culture and assess their implications for Indigenous peoples.
5. Articulate views respectfully in relation to the views of others.

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

|             |     |              |     |  |   |
|-------------|-----|--------------|-----|--|---|
| Final exam: | 20% | Assignments: | 80% |  | % |
|             | %   |              | %   |  | % |

**Details:**

Two essays with revision option (70% combined); reading journal (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.)*

The standard format will involve a combination of lecture and class discussion.

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

| Type        | Author or description       | Title and publication/access details | Year |
|-------------|-----------------------------|--------------------------------------|------|
| 1. Book     | Dante (Mandelbaum, trans.)  | The Divine Comedy                    | 1995 |
| 2. Textbook | J. Conaway and M. Musa, eds | The Italian Renaissance Reader       | 1987 |
| 3.          |                             |                                      |      |
| 4.          |                             |                                      |      |
| 5.          |                             |                                      |      |

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

**Course Content and Topics**

- The idea of the Renaissance; reading allegory
- Dante, Inferno, Cantos 1–11; the four levels of allegory
- Inferno, Cantos 12–22; narrative style in Lower Hell
- Inferno, Cantos 23–33; Virgil's concept of cycles; hierarchy
- Petrarch, Canzoniere (selections); idolatry and passion; Petrarchism
- Dante, Purgatorio, Cantos 1–9; Ante-Purgatory
- Purgatorio, Cantos 10–27; the seven terraces
- Purgatorio, Cantos 28–33; the Earthly Purgatory
- Boccaccio, The Decameron, Days 1–3; God, church, society
- The Decameron, Days 4–7; comedy and pornography
- The Decameron, Days 8–10; paganism, Christian romance
- Dante, Paradiso, selected cantos

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English department

Date: March 19, 2025

**Subject: Proposal for revision of ENGL 358 Modern Canadian Poetry**

*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 title was updated to reflect current shifts in the field towards decentering national labels that not all authors claim; the calendar description was updated to emphasize the inclusion of diverse subject positions and perspectives; the learning outcomes and suggested assessment methods were updated to reflect current practise.

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

Learning outcomes were not substantially altered, but were updated to reflect current practise and to ensure alignment with our other course offerings at the 3<sup>rd</sup> year level and with ILOs. The original learning outcomes already aligned nicely with ILO 1, 2, 3, and 6. These revised outcomes put new emphasis on ILO 5 and 7 (by making explicit that students will read poetry by Indigenous writers, and by identifying some of the critical frames scholars use when analyzing poetry, including postcolonialism/decolonialism) and ILO 4 and 6 (by re-framing "participation" as meaningful engagement and by centering the importance of self-positioning and awareness of literature's affective qualities).

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

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

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

This version of ENGL 358 fits well with the university's commitment to Indigenizing the academy. The course description explicitly places importance on poetry written by Indigenous writers. However, this version of the course doesn't simply ensure that the work of Indigenous authors will be included, the revised learning outcomes ensure that the influence of Indigenous writers on, and their contributions to, Canadian literary culture is discussed in substantive ways. Postcolonial (still a relevant critical frame in Canadian literary studies, despite its problematic invocation of a "post" colonial state) and decolonial approaches are foregrounded as being especially appropriate to the study of poetry in Canada. The example of course content provided includes work by Indigenous artists and situates that work within a broader landscape of changing literary trends and interests. The inclusion of Gregory Younging's *Elements of Indigenous Style* highlights the need for Indigenous-led interventions in how students read and speak about Indigenous literatures. Assignments that allow for self-reflection, for questioning as opposed to arguing, and for flexibility in how students meaningfully engage in class respond to many of the core values of UFV's Indigenizing Our Academy planning.

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

This version of ENGL 358 prioritizes diversity in its topic selection. The revised course description, for example, ensures course material reflects a range of perspectives, including, but not limited to, the work of Indigenous writers. Not only does this provide a fuller and more accurate picture of literary cultural production in Canada, it also provides more opportunity for students to see themselves reflected in the literature they read. The sample course content includes the work of queer and BIPOC writers, and the learning outcomes require consideration of gender, race, and nationality – an increasingly fraught category in discussions of literatures in Canada.

Principles of EDI are also reflected in flexible and diverse assignments representing a range of methods for students to engage with course material and demonstrate their learning. These include reflective writing, discussion questions, and self-evaluation.

Individual instructors can make course materials even more accessible by making use of tools such as the Universal Design for Learning framework (conversations about these tools are happening within our department).

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 for books



ORIGINAL COURSE IMPLEMENTATION DATE: January 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 358                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Poetry in Canada                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Poetry in Canada                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the rich diversity of poetry in Canada and covers a range of perspectives and poetics, including works by Indigenous, immigrant, and settler writers.                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 19, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key poetic tropes and schemes (e.g., metaphor, simile, anaphora, parallelism, antithesis) and explain their effect in a given poem.
2. Discuss, with examples, how poetry and poetics in Canada have responded to aesthetic, literary, cultural, and political movements.
3. Distinguish, using examples of poetry in Canada, changing attitudes toward themes such as nature, nationality, gender, and race.
4. Assess, with examples, the influence and contributions of Indigenous poets to literary culture in Canada.
5. Analyze poetry using appropriate scholarly conventions and research methods.
6. Articulate views respectfully in relation to the views of others.
7. Apply to literary analysis critical frames appropriate to the study of poetry in Canada (e.g. formalism, ecocriticism, postcolonialism and decolonialism, public poetics).
8. Conduct guided research and synthesize secondary sources related to poetry in Canada in written and oral work.
9. Analyze personal responses to poetry and how poetry evokes affective responses.

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

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

**Details:**

Short take (book review) (10%); how a poem works (2x10%); discussion question (2x5%); final essay (30%); final presentation (10%); reading response journal (15%); self-assessment (5%)

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

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

Lecture, seminar, readings by guest poets, and student presentations.

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

| Type    | Author or description | Title and publication/access details                                                     | Year |
|---------|-----------------------|------------------------------------------------------------------------------------------|------|
| 1. Book | Margaret Atwood       | <i>The Journals of Susanna Moodie</i> , Oxford UP                                        | 1970 |
| 2. Book | Dionne Brand          | <i>No Language is Neutral</i> , Penguin                                                  | 1990 |
| 3. Book | Don McKay             | <i>Strike/Slip</i> , McClelland and Stewart                                              | 2006 |
| 4. Book | Sachiko Murakami      | <i>Rebuild</i> , Talon Books                                                             | 2011 |
| 5. Book | Katherena Vermette    | <i>North End Love Songs</i> , The Muses' Company                                         | 2012 |
| 6. Book | Gregory Younging      | <i>Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples</i> | 2018 |

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

**Course Content and Topics**

- Poetry and poetics in a Canadian context; how to read a poem
- Margaret Atwood, *The Journals of Susanna Moodie*: the Canadian long poem; Canadian gothic
- Dionne Brand, *No Language is Neutral*: poetics of resistance; the cultural work of poetry
- Don McKay, *Strike/Slip*: geopoetry, ecopoetry, and the work of metaphor
- Sachiko Murakami, *Rebuild* and *Project Rebuild*: experimenting with form; public poetry
- Katherena Vermette, *North End Love Songs*: urban poetics; urban Indigeneity

**Memo for Course Changes**

To: Chair, CACC

From: Heather McAlpine, English

Date: May 21, 2025

**Subject: Proposal for revision of ENG 361, Canadian Drama**

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

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

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

2. Rationale for change:

- Course title was updated to de-centre the nation as a defining feature of the literature this course teaches, recognizing that not all writers in Canada identify as “Canadian.” This change fits with broader trends in literary studies in Canada outside of UFV.
- Calendar description was changed to make explicit the diversity the course seeks to represent and to update the language.
- Learning outcomes were only marginally changed.
- Texts were updated. The old outline included a course pack put together by a faculty member years ago who is no longer at UFV.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)



[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course contributes to Indigenizing our Academy by continuing its commitment to substantive consideration of Indigenous writers and Indigenous epistemologies (see course description, LO 4, and sample course content). Furthermore, the sample assignments engage de-colonial strategies: they are designed to prioritize dialogue and self-reflexivity.

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

Principles of EDI are most clearly reflected in the course content and assignment design. The course continues to require instructors to teach texts produced by diverse authors, and the new sample topics foreground a range of approaches to this literature; we recognize the importance of our students being able to see themselves reflected not just in what they read, but also in the questions we ask as literary scholars in the classroom and beyond.

The sample assignments for the course present a variety of ways for students to demonstrate their learning, and they also foreground dialogue and self-reflexivity, as important to EDI as to Indigenization.

While not explicitly included in the course outline, the English department continues to discuss and to share best practices related to inclusion, especially as we transition from Blackboard to Brightspace.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50 for textbook

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

- Removal of field trip hours does not appear to be explained in the memo.  
*We would explain that given the challenges of scheduling field trips, especially trips that occur outside of class time, we felt it best to leave this out of the breakdown of hours. Keeping a note in the outline about “possible” trips leaves the door open for instructors to include such learning experiences – especially if and when they occur in ways that are accessible (i.e. UFV’s own theatre productions).*
- Considering that both of the listed texts are from 2011, has the department considered including newer and/or open access resources, particularly a text related to learning outcome #4?  
*It’s a good question. Unfortunately, accessing published Canadian plays is not easy. While these volumes are relatively old now, they remain the easiest option for a course like this. However, listing these texts here doesn’t preclude instructors from making other choices, including requiring students to purchase monograph versions of individual plays where they are available.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 1998  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 361                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Drama in Canada                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Drama in Canada                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A literary study of drama in Canada. Play selections will represent the history and diversity of the genre, including the work of Indigenous, immigrant, and settler playwrights.<br><br>Note: Students may be required to attend and analyze live performances.                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td>Experiential (field trip)</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Tutorials/workshops | 40 | Experiential (field trip) |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 21, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze drama using appropriate scholarly conventions and research methods.
2. Apply knowledge of diverse Canadian social, cultural and historical contexts to course materials.
3. Synthesize secondary sources in written and oral work.
4. Apply critical frames, including Indigenous epistemologies, to literary and performance analysis.
5. Analyze personal responses to drama in Canada, including how drama evokes affective responses.
6. Describe how performative and material conventions inform the meanings of a dramatic text.

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

|                      |     |              |     |  |   |
|----------------------|-----|--------------|-----|--|---|
| Holistic assessment: | 25% | Assignments: | 75% |  | % |
|                      | %   |              | %   |  | % |

**Details:**

Scene analysis (2x10%); presentation (10%); short essay (15%); discussion questions (2x5%); final essay (30%); reading response journal (10%); self-assessment (5%)

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

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

Lecture, seminar, student presentations (students may be required to attend and analyze one or more live productions).

**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 | Ed. Jerry Wasserman   | Modern Canadian Plays, volume 1, 5 <sup>th</sup> edition, Talon Books | 2011 |
| 2. Textbook | Jerry Wasserman       | Modern Canadian Plays, volume 2, 5 <sup>th</sup> edition, Talon Books | 2011 |
| 3.          |                       |                                                                       |      |
| 4.          |                       |                                                                       |      |
| 5.          |                       |                                                                       |      |

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

**Course Content and Topics**

- Setting the stage: early drama in Canada; reading theatre and performance
- The making of myth: James Reaney, *Sticks and Stones* (1973)
- Queering the stage: Ann Marie MacDonald, *Goodnight Desdemona (Good Morning Juliet)* (1988)
- Indigenous theatre: Tomson Highway, *Dry Lips Oughta Move to Kapuskasing* (1989)
- Race, place, and history: Djanet Sears, *Harlem Duet* (1997)
- The politics of re-telling: Marie Clements, *The Edward Curtis Project: A Modern Picture Story* (2010)
- Community, identity, and representations of the local: Ins Choi, *Kim's Convenience* (2011)

**Memo for Course Changes**

To: College of Arts Curriculum Committee

From: Shelley Liebembuk, Director School of Creative Arts

Date: May 9, 2025

**Subject:** Proposal for discontinuation of VA 115, VA 116, VA 119, VA 140/FD 140, VA 141/FD 141, VA 142/FD 142, VA 143, VA 165, VA 222, VA 224, VA 232, VA 240, VA 241, VA 252, VA 272, VA 284, VA 322, VA 332, VA 352, VA 372, VA 384, VA 401/AH 401, VA 403/AH 403, VA 421, VA 422, VA 431, VA 432, VA 451, VA 452, VA 471, VA 472, VA 483, VA 484

*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 new BFA program has been implemented successfully, including new and revised courses, which came into effect in fall 2024. Having now completed a full academic year with our new programming, we request the discontinuation of the following to clean up our calendar offerings, as follows:

VA 115 and VA 116 have been replaced by a new set of fundamental courses.

VA 119 LOs have been worked into our VA 180, VA 280, Film 260 offerings.

VA 140/ FD140, VA 141/ FD141—these courses never ran [one student received PLAR for VA 140 in 2013]; VA 142/ FD142 and VA 143 ran once in winter 2013; VA 240, VA 241: never ran.

\*Note that FD—Fashion Design program no longer exists, and as noted above, the classes rarely ran, and have not run since 2013.

VA 165, last ran in fall 2015.

The painting/ drawing stream's VA 222, VA 224, and VA 322 have been replaced by a revised VA 223, VA 225, VA 321, and VA 325 course, as well as the option to offer VA 395: Special topics in the medium.

The sculpture stream's VA 232 and VA 332, have been replaced by a revised VA 231 and VA 331, as well as the option to offer VA 395: Special topics in the medium.

The print stream's VA 252 and VA 352 have been replaced by a revised VA 251 and VA 351 course, as well as the option to offer VA 395: Special topics in the medium.

The photo stream's VA 284 and VA 384 have been replaced by a revised VA 283 and VA 383 course, as well as the option to offer VA 395: Special topics in the medium.

The new media stream's VA 272 and VA 372 have been replaced by an interdisciplinary collaborative art stream through revisions in VA 271 and VA 371.

VA 401/ AH 401 and VA 403/AH403 have been replaced by SOCA401 and SOCA402.

Directed studies in each medium-- VA 421, VA 422, VA 431, VA 432, VA 451, VA 452, VA 471, VA 472, VA 483, VA 484-- have been replaced by a single directed study course shell VA 490, repeatable once for credit.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? Visual Art and Art History B-faculty have all been consulted and approved the changes.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Not applicable.

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Not applicable.

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.

Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Not applicable.

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Donna Derksen

Date: April 11, 2025

**Subject: Proposal for revision of BUS 201: Human Resource Management**

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

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

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

2. Rationale for change: **The OCO for BUS 201 has not been updated since 2016. It has been modified to be consistent with the new course outline form, to be consistent with the development of the BBA – Agriculture program, and to further support UFV’s Institutional Learning Outcomes (ILO) related to internationalization and Indigenization.**

**Due to diversification of international HR policies in recent history, BUS 201 course outline has been modified to stress the focus on Canadian HR and legal practices.**

**We have decoupled BUS201 and BUS203 by removing BUS203 as a prerequisite for BUS201. Since the sequence of these courses is not essential, this change provides greater flexibility for registration and student scheduling.**

**The changes to the prerequisites are motivated by the need for consistency across same-level HR/OB courses. BUS 100 and AGRI 142—an introduction to effective business practices applied to agribusiness—both cover relevant and necessary topics that prepare students to understand the introductory HR practices discussed in BUS 201. Students who have completed 15 or more credits in Sociology, Psychology, or Criminology may be interested in applying their discipline’s theories to real organizational challenges, developing practical and employable skills, and gaining a deeper understanding of how people function within systems of power, culture, and business. This course**

**is useful for students who plan to apply business practices in fields outside of traditional business settings.**

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 modified to align with the current standards and practices and to support UFV's ILOs on issues related to Indigenization.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not a required course for any non-School of Business Degree or course.**
5. Which program areas have been consulted about the change(s)? **School of Business HRM Faculty.**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

**This HR course supports Indigenization by including topics on Indigenous perspectives of work and equity in employment, and by encouraging reflection on culturally responsive HR practices. Students will engage in assignments that explore how recruitment, policy, and workplace culture can better support Indigenous employees and communities.**

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

**The course integrates principles of equity, diversity, and inclusion by incorporating diverse perspectives in topic selection, designing assignments that value collaboration and varied viewpoints, and using inclusive teaching methods to ensure accessibility and engagement for all students. Instructors are encouraged to use varied measures to build community, including setting aside time for teamwork, providing equal access to participation over a variety of teaching methods. This, together with the chapter work on EDI and the legal system, provides robust opportunity for community building.**

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): **\$160**



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 201                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Human Resource Management<br><b>Course Short Title:</b> Human Resource Management                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>People are the foundation of all organizations. Managing human resources strategically is crucial for ensuring that organizations can achieve their goals. This course introduces the core human resource functions, while considering the underlying Canadian legal framework. Students will explore Indigenous perspectives on work and employment and how Canadian HR practices fit within a global workforce. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of BUS 100, AGRI 142, or 15 credits of CRIM, PSYC, or SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>BUS 401</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>36</td> </tr> <tr> <td>Tutorials/workshops</td> <td>9</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 36 | Tutorials/workshops | 9 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                   | 36        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                               | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 16, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                               |  |



## Learning Outcomes

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

1. Explain the role of human resources management in relation to other business functions and organizational goal accomplishment.
2. Demonstrate awareness of the legal and ethical frameworks – including Indigenous perspectives- that shape human resource management in Canada.
3. Relate job requirements to the core human resources functions.
4. Apply principles of recruitment and selection to a sample organization.
5. Analyze the relationship between employee training and performance.
6. Differentiate between the elements of a complete employee compensation package.
7. Evaluate workplace safety and security.
8. Examine the process of establishing and implementing disciplinary policies.
9. Analyze how global trends influence Canadian HR practices and explore the role of HR in international business settings.

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

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

**Details:** Assignments include 10% class participation.

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

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

Students will form teams for small group discussions, exercises, and projects within a framework of mini-lectures: class presentations and audio-visual facilities will be used where appropriate.

**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             | Belcourt, M., Bohlander, G., Snell, S., & Morris, S. | Managing Human Resources: Canadian Edition (Cengage)                                                                                                                                                        | Current |
| 2. Indigenous knowledge | Thunderbird Partnership Foundation                   | <i>Indigenous wellness framework reference guide</i> . National Native Addictions Partnership Foundation. Retrieved from: <a href="https://www.thunderbirdpf.org/IWF">https://www.thunderbirdpf.org/IWF</a> | 2020    |
| 3. Online resource      | Government of Canada                                 | Detailed company search - Indigenous Business Directory. Retrieved from: <a href="https://www.sac-isc.gc.ca/rea-ibd">https://www.sac-isc.gc.ca/rea-ibd</a>                                                  |         |
| 4.                      |                                                      |                                                                                                                                                                                                             |         |
| 5.                      |                                                      |                                                                                                                                                                                                             |         |

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

n/a

## Course Content and Topics

Module One: The role of human resources management in organizations (LO 1)

- Competitive challenges and human resources management
- Integration of human resources management and other organizational functions
- Strategic planning and human resources management

Module Two: Meeting human resource requirements (LO 2, 3)

- The legal framework for employment equity
- Incorporating Indigenous employment considerations into HR planning
- Diversity management as a business process
- Approaches for gathering job information
- Content appropriate for inclusion in job descriptions and job specifications

Quizzes and Tests (LO 1-3)

Assignment (LO 1 - 3)

Module Three: Developing effectiveness in human resources (LO 4, 5)

- Use of appropriate recruitment channels
- Strategies for improving the effectiveness of recruiting
- Steps of the selection process
- Advantages and disadvantages of different types of interview questions

**BUS 201****University of the Fraser Valley Official Undergraduate Course Outline**

Page 3 of 3

- The four phase training model
- Methods for appraising and improving employee performance

Cases and presentations (LO 4, 5)

Quizzes and Tests (LO 4–5)

Module Four: Implementing compensation and security (LO 2, 6, 7)

- Determination of compensation for different jobs
- Government regulation of compensation
- Implementation of effective incentive plans
- Required and discretionary employee benefits
- Promotion of safe and healthy working environments
- Controlling and eliminating health hazards

Assignment (LO 2, 6, 7)

Quizzes and Tests (6 – 8)

Module Five: Enhancing employee management relations (LO 2, 8, 9)

- Regimes of employment law
- Employee rights and discipline
- Disciplinary policies and procedures
- The labour relations process
- Administration of collective agreements
- Managing employee relations across international legal and cultural contexts

Project (LO 1–9)

Final Exam (LO 1-9)

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Quan Cheng and Dr. Khyati Shetty, Director, School of Business

Date: April 23, 2025

**Subject: Proposal for revision of BUS 347: Auditing Principles**

*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 School of Business and area of Accounting and Finance periodically and regularly reviews the course outlines offered in the area. As a result of these reviews it is determined that the new guidelines set at the School of Business have to be followed, with regards to linking the course learning outcomes with course modules/units and evaluation methods suggested in the course content and topics section.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

The learning outcomes of the course are in line with the School of Business strategic goals.

The learning outcomes (LOs) and course content are aligned with CPA accreditation requirements, which may limit flexibility in altering certain topics, assessment weights, or competencies. This ensures that students receive the coverage needed to meet professional standards in the field of accounting and auditing.

A learning outcome for the use of AI was not included, but considered. It was not included as there is currently no requirement from the CPA that mandates coverage of AI tools or practices in BUS 347. Should CPA guidelines evolve, future revisions may incorporate AI-related competencies into the course outline.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not a required course for any non-School of Business Degree or course.**

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

Area of Accounting and Finance and Curriculum Committee, which includes all representation from all areas of School of Business.

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

BUS 347 contributes to Indigenizing Our Academy in the following ways:

**Incorporation of Indigenous Perspectives:** The course includes content that explores the unique audit considerations when working with Indigenous organizations and communities in Canada. It examines specific audit requirements for Indigenous governments, band councils, and Indigenous-owned entities. This fosters a deeper understanding of Indigenous governance structures and accountability frameworks while respecting Indigenous ways of knowing and decision-making processes.

**Case Studies and Ethical Analysis:** The course features case studies focused on auditing Indigenous organizations and First Nations entities, providing students with practical examples of unique audit considerations in Indigenous contexts. Students engage in critical analysis of audit procedures that respect Indigenous cultural protocols and governance structures. Special attention is given to understanding the complex relationships between federal funding, Indigenous self-governance, and accountability requirements.

**Indigenous Guest Lectures:** The course incorporates guest lectures from financial officers from First Nations communities, and Indigenous business leaders who share their experiences with audit processes. These speakers provide valuable insights into the practical challenges and considerations when conducting audits in Indigenous contexts, including cultural sensitivity, community protocols, and the importance of building respectful relationships. This enhances students' understanding of Indigenous perspectives in audit practice and reinforces the importance of cultural competency in the accounting profession.

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

PLAR by portfolio assessment and written exam.

The course features diverse case studies, emphasizing auditing's intersection with various social realities. Lectures and activities encourage broad participation and address systemic barriers. PLAR

Review and Accessibility: The portfolio assessment and exam approach remain transparent, flexible, and equitable, fully recognizing diverse non-traditional paths.

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

- Credit value: No change
  - Class size limit: No change
  - Frequency of offering: No change
  - Resources required (labs, equipment): No change
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$135



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 347                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Auditing Principles<br><b>Course Short Title:</b> Auditing Principles                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Many businesses require their financial statements to be audited by an independent third party. Students will be introduced to the nature and purpose of the audit function and will have an overview of the auditing profession. Using audit methodologies, students will apply the principles of audit planning.                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 344.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Fall and Winter</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 16, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Describe the auditing environment in the profit, not-for-profit, and Indigenous organizational sectors of the economy.
2. Apply Canadian Auditing Standards in the international marketplace.
3. Discuss ethical and legal concerns as they pertain to auditing.
4. Plan the execution of audit objectives for financial statements and the accounting cycles for various accounts.
5. Assess audit risk, and the implementation of audit procedures and fraud auditing.
6. Evaluate the internal controls within an organization and their impact on the scope and complexity of the audit.
7. Develop an appropriate opinion based on the findings of the completed audit.
8. Analyze standard audit reports and possible report qualifications.
9. Identify auditing considerations unique to Indigenous organizations, including governance structures, regulatory requirements, and community accountability frameworks.

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

|               |     |              |     |
|---------------|-----|--------------|-----|
| Final exam:   | 50% | Assignments: | 20% |
| Midterm exam: | 30% |              |     |

**Details:** Assignments consist of case studies.

**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, seminar discussions, problem and case analysis.

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

| Type        | Author or description                                        | Title and publication/access details                           | Year |
|-------------|--------------------------------------------------------------|----------------------------------------------------------------|------|
| 1. Textbook | Robyn Moroney, Fiona Campbell, Jane Hamilton, Valerie Warren | Auditing. A Practical Approach. (current Cdn Edition)<br>WILEY |      |
| 2.          |                                                              |                                                                |      |

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

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

## Course Content and Topics

Module One: The audit profession

- The demand for auditing and the public accounting profession
- Professional relationships and legal liability
- Audit responsibilities and objectives
- Case study #1 (LO 1)

Module Two: Audit planning

- Audit evidence
- Materiality and audit risk
- Client risk profile and documentation
- Internal controls and control risk

Midterm exam (LO 1–4)

Module Three: Executing an audit

- Fraud auditing
- Overall audit program
- Audit of sales and collection cycle
- Test of controls and accounts receivable
- Audit of cash balance
- Audit of payroll and personnel cycle
- Audit of the acquisition and payment cycle
- Audit of inventory and warehousing cycle
- Audit of capital acquisition and repayment cycle
- Case study #2 (LO 2–6)

Module Four: Completing the audit

- Auditor reporting
- Assurance services: review and compilation engagements

Final exam (LO 1–8)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Jelena Brcic

Date: April 11, 2025

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

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **The OCO for BUS 408 has not been updated since 2017. It has been modified to be consistent with the new course outline form, to be consistent with the development of the BBA – Agriculture program, and to further support UFV's Institutional Learning Outcomes (ILO) related to internationalization and Indigenization.**
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 modified to align with the current standards and practices and to support UFV's ILOs on issues related to Indigenization.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is an elective.**
5. Which program areas have been consulted about the change(s)? **School of Business HRM Faculty.**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)



[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

**Course design and practices are strongly aligned with the Indigenous core value of Interconnectedness of All Things (Land, Family, Community). Students will learn how they are connected to the team, the team to the organization, and most importantly the organization to the community. They will engage with the Fraser Valley community to demonstrate their balance and harmony with those around them.**

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

**The course integrates principles of equity, diversity, and inclusion by incorporating diverse perspectives in topic selection, designing assignments that value collaboration and varied viewpoints, and using inclusive teaching methods to ensure accessibility and engagement for all students.**

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$120**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 408                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Teamwork in Organizations<br><b>Course Short Title:</b> Teamwork in Organizations                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Teams are essential to organizations. This course blends theoretical insights into team development and performance with practical applications of teamwork, emphasizing the importance of interconnectedness between the individual, team, organization, and the community.                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                              |           | 60 university-level credits including BUS 203.                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                            |           | BUS 304.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): BUS 307B<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                              | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 16, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> June 6, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

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

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

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

**Details:** Assignments include 10% class participation.

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

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

Lectures, seminars, and group assignments.

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

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

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

n/a

## Course Content and Topics

Module One: Teamwork processes

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

Assignments and participation (LO 1, 2)

Holistic Assessment (LO 10)

Module Two: Power and influence in teams

- Types of conflict in teams
- Managing team conflict
- Bases of power in teams
- Empowering team members

**BUS 408****University of the Fraser Valley Official Undergraduate Course Outline**

Page 3 of 3

- Approaches to leadership

Participation (LO 3, 4)

Team Project (LO 1–4)

Holistic Assessment (LO 10)

Module Three: Problem-solving in teams

- Advantages and disadvantages of group decision-making
- Decision-making techniques
- Functional and prescriptive approaches to problem-solving
- Team creativity techniques
- Interconnectedness of the team with the organization

Assignments and participation (LO 5, 6)

Team Project (LO 5, 6)

Holistic Assessment (LO 10)

Module Four: Evaluating and rewarding teams

- Defining team success
- Team performance evaluations
- Effects of diversity in teams
- Reward systems
- Team training practices
- interconnectedness of the team with the community

Participation (LO 7 -10)

Team project (LO 1–11)

Holistic Assessment (LO 10)

**Memo for Program Changes**

To: UEC Committee

From: Khyati Shetty, Director, School of Business

Date: April 4, 2025

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

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

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

2. Rationale for change(s):

BUS 313 HRM Data Analytics course is a new third-year course designed to address the evolving needs of the business world, seamlessly integrating into the BBA program, HRM major to equip students with essential skills in data-driven decision-making and strategic HR management. Developed to meet industry standards and student feedback, this course addresses the following requirements:

- **Chartered Professional in Human Resources (CPHR) Requirement:**
  - Achieving CPHR accreditation, the nationally recognized designation in human resources, requires mastery of nine specific competencies and twelve general competencies (CPHR Canada, 2021)
  - This course directly addresses Specific Competency #2, #5 and #9
  - This course directly addresses General Competencies #1, #3 and #4
- **Industry-Identified Need:**
  - The current gap in HR employees is a lack of analytical abilities and presenting data-driven findings convincingly (Bauer et al., 2024).
  - Deloitte study: 85% of companies see HR analytics as important, but only 42% have skilled team members (Bauer et al., 2024).
- **Student Request:**
  - Feedback indicated a need for hands-on experience with HR system software.
- **UDL Framework of Engagement Principles Alignment:**

- Utilizes real business settings and software.
- Students engage through verbal presentations, visual and analytical software.
- Incorporates Indigenous, global, and Western perspectives.
- Resources include: “Inclusive Futures: Indigenous Engagement in Canada’s Workforce” and “Truth and Reconciliation Commission of Canada: Calls to Action.”

This course will be noted in the Calendar Copy within the Upper-level requirements: 30 credits

### **Human Resource Management electives**

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

| <b>Course</b>           | <b>Title</b>                                         | <b>Credits</b>    |
|-------------------------|------------------------------------------------------|-------------------|
| BUS 306                 | Strengths-Based Development                          | 3                 |
| BUS 307                 | Selected Topics in Organizational Behaviour          | 3                 |
| BUS 308                 | Selected Topics in Organization Theory               | 3                 |
| BUS 309                 | Selected Topics in Human Resource Management         | 3                 |
| <a href="#">BUS 313</a> | <a href="#">HRM Data Analytics</a>                   | <a href="#">3</a> |
| BUS 315                 | Cultivating Positive Workplaces                      | 3                 |
| BUS 377                 | Cooperative Enterprises                              | 3                 |
| BUS 378                 | Organizational Culture, Climate, and Change          | 3                 |
| BUS 379                 | Cross-Cultural Management                            | 3                 |
| BUS 400                 | Business, Society, and Nature                        | 3                 |
| BUS 407                 | Gender and Diversity in Organizations                | 3                 |
| BUS 408                 | Teamwork in Organizations                            | 3                 |
| BUS 417                 | Performance Evaluation and Management (discontinued) | 3                 |
| BUS 419                 | Strategic Human Resource Planning (discontinued)     | 3                 |
| BUS 430                 | Management of Innovation                             | 3                 |
| BUS 477                 | Fair Trade and Ethical Consumption                   | 3                 |
| BUS 478                 | Workspaces, Built Places                             | 3                 |
| BUS 492                 | Directed Studies (see Note)                          | 3                 |
| CMNS 345                | Instructional Skills for the Workplace               | 4                 |
| CMNS 380                | Communicating in the Cross-Generational Workplace    | 3                 |
| CMNS 445                | Facilitation Skills for the Workplace                | 4                 |

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

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

| <b>Course Learning Outcomes (CLO)</b>                                                                                                                     | <b>UFV Institutional Learning Outcomes</b>                                                                  | <b>How?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply HRM data analytics and predictive modelling concepts to enhance the strategic execution of an organization's 3Ps (Profit, People, Planet).       | ILO 1: Apply Knowledge and Competencies Proficiently<br><br>ILO 6: Contribute Locally and Globally          | ILO 1: Course LO #1 requires students to apply HRM data analytics and predictive modelling.<br><br>ILO 1: Course LO #1 requires students to display technical proficiency in data collection methods.<br><br>ILO 6: Course LO #1 requires students to understand how to enhance the strategic execution of an organization's 3Ps (People, Profit, Planet). That understanding aligns with contributing to sustainability and positive change, both locally and globally. |
| 2. Analyze the theoretical foundations of HRM analytics methods, focusing on their contribution to driving an organization's business decisions.          | ILO 2: Examine Critically and Holistically                                                                  | ILO 2: Course LO #2 requires students to critically analyze and understand the theoretical foundations of HRM analytics, which is essential for making informed business decisions.                                                                                                                                                                                                                                                                                      |
| 3. Synthesize emerging trends in HRM data analytics to enhance organizational decision-making and strategic planning for a local and global context.      | ILO 2: Examine Critically and Holistically<br><br>ILO 8: Engage in Reflection for Action                    | ILO 2: Course LO #3 requires students to be able to critically examine how emerging trends impact decision-making and strategic planning.<br><br>ILO 8: Course LO #3 requires students to reflect on how emerging trends affect an organizations' strategic action plan.                                                                                                                                                                                                 |
| 4. Analyze ethical issues in HRM data analytics to make informed decisions that promote the inclusion of Indigenous people and other diverse populations. | ILO 5: Engage with Indigenous Knowledge Systems<br><br>ILO 7: Advocate for Equity, Diversity, and Inclusion | ILO 5: Course LO #4 requires students to engage with Indigenous resources to analyzing ethical issues.<br><br>ILO 7: Course LO #4 requires students to apply the 3P principles to ensure equity, diversity and inclusion considerations are informing data driven decisions.                                                                                                                                                                                             |

|                                                                                                                                                                                               |                                                               |                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Convey HRM analytics findings to diverse stakeholders using effective visual, verbal, and written communication skills.                                                                    | ILO 3: Communicate Effectively<br>ILO 4: Lead Collaboratively | ILO 3: Course LO #5 requires students to present their HRM data-driven recommendations through various means.<br><br>ILO 4: Course LO #5 requires students to work together in teams to address HRM problems and present data-driven recommendations to the class. |
| 6. Reflect on how the course content and assessment activities can be applied within and beyond the business setting to develop innovative solutions for complex local and global challenges. | ILO 8: Engage in Reflection for Action                        | ILO 8: Course LO #6 requires students to reflect on how the course content can positively contribute to generating solutions for complex social issues.                                                                                                            |

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

The course program and curriculum delivery are built on the holistic guiding principles of the 3Ps – People, Planet, and Profit – framework. This theoretical framework, balanced with its practical application, aligns with UFV’s commitment to Indigenizing Our Academy as evidenced below:

**Principles and Practices:**

1. **3Ps Alignment with UNDRIP and TRC Calls to Action:**
  - Aligns with Article 3, 8 and 14 of UNDRIP.
  - Aligns with TRC Calls to Action #7 (Education for Reconciliation), 62 (Education and Curriculum) and #92(Business and Reconciliation)
2. **Experiential Learning:**
  - Every semester, a community business partner is chosen to provide students with the opportunity to solve current HRM challenges through data analytics.
  - Efforts will be made to include an Indigenous business as a community partner annually, ensuring practical engagement with Indigenous perspectives.
3. **Curriculum Delivery:**
  - Module 1 of the course introduces the 3Ps and their alignment to UNDRIP, TRC, and UN SDG goals, particularly in ethical and legal discussion-making.
  - Module 1 of the course brings in an Indigenous guest speaker(s) to engage with the students on the historical challenges and usage of data collection of Indigenous peoples
  - Learnings from Module 1 form the foundation for Module 3 work when discussing data collection policies and practices to ensure an Indigenous Reconciliation framework is applied



- Indigenous resources such as “Inclusive Futures: Indigenous Engagement in Canada’s Workforce” and the “Truth and Reconciliation Commission of Canada: Calls to Action” are integrated into the learning

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

This course uses Zoho Software – a human resource management and data analytics tool. The cost is approximately \$5,00 annually. These costs have been factored into the Faculty Budget. (See attached letter.)

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

The introduction of the HRM Data Analytics course is anticipated to have a significant positive impact on students by equipping them with essential analytical competencies necessary for strategic human resource management. Given the increasing industry demand for HR professionals proficient in data-driven decision-making, this course is expected to enhance students’ employability and competitiveness in the job market. Furthermore, the addition of this course may contribute to increased enrollment in the BBA program, particularly among students interested in HRM and analytics.

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

The proposed course will be introduced as an elective option within the HRM major stream of the BBA program. This addition does not alter the total number of core program credits, as it provides students with an alternative course selection rather than modifying existing credit requirements. Consequently, the total number of courses offered within the Business discipline remains unchanged, as the course is designed to complement and enhance the existing program structure without necessitating the removal of any current offerings.

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

To support the integration of BUS 313 – HRM Data Analytics into the BBA program - HRM Major, the School of Business will procure Zoho People Analytics software, a widely used HRM and data analytics tool, to provide students with hands-on experience in analyzing and interpreting HR data. This software will be made available through the School’s existing technology infrastructure, ensuring that students gain practical exposure to industry-standard tools essential for data-driven decision-making in HRM. Faculty members with expertise in HR analytics will facilitate the course, ensuring that students receive comprehensive training in both theoretical and applied aspects of HR data analytics. The necessary funding for Zoho software, budgeted at \$5,000 annually, has been allocated within the School budget.

No additional classroom space or course deletions are required to accommodate this change.

Timetabling adjustments have been made to ensure that this course integrates seamlessly into the existing program structure while maintaining faculty workload balance.

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

The introduction of this course does not alter the number of required or elective courses from the HRM major within the BBA program. As an internally developed elective within the HRM specialization, its implementation will not impact enrollment figures in courses offered by other faculties. The budgetary implications of this change have been carefully considered and will be managed within the existing Faculty of Business and Computing budget. A formal memo from the Dean of Business and Computing confirming the financial viability and resource allocation for this course has been provided as part of the program change submission.

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

**Memo for Program Changes**

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

From: Molleen Shilliday, Head of Modern Languages

Date: August 18, 2025

**Subject: Program change : Intermediate and Advanced Proficiency Certificates in French**

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):

We are changing the required courses to align the requirements for the French proficiency certificate with the proficiency certificates of other languages in MOLA. It currently requires FREN 219 which is an intermediate writing course, while all other certificates require a second-year general language course. The requirements will now be FREN 101, 102 and any two French courses numbered 200 or higher with a minimum GPA of 2.33.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to Indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? No, 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? This change is expected to increase interest in the proficiency certificates by creating a greater distinction between proficiency certificates and a minor in French. 219 is geared towards students who aim to specialize in French. The proficiency certificate is aimed towards students who aim to be proficient to support another specialization.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A.
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**Intermediate Proficiency associate certificates**

Intermediate Proficiency associate certificates are currently available for the following languages:

**French**

- FREN 101, 102, ~~219~~, and any [two FREN courses numbered 200 or higher](#) ~~one of FREN 215, 216, 225, or 230~~, with a minimum GPA of 2.33.

**German**

- GERM 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Halq'eméylem**

- HALQ 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Japanese**

- JAPN 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Mandarin**

- MAND 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Punjabi**

- PUNJ 101, 102, 210, and 211 with a minimum GPA of 2.33.

**Russian**

- RUSS 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Spanish**

- SPAN 101, 102, 201, and 202 with a minimum GPA of 2.33.

**Advanced Proficiency certificates**

Advanced Proficiency certificates are currently available for the following languages:

**French**

- Completion of the requirements for the intermediate certificate in French, plus
- Any two [FREN courses numbered 300 or higher](#) ~~of FREN 315, 319, 325, 330, or 345~~ with a minimum GPA of 2.33.



## MEMO

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**TO:** Dana Landry, Chair UEC

**FROM:** David Johnston, University Registrar and AVP Enrolment Management

**DATE:** October 20, 2025

**RE:** Draft Changes to the Transfer Credit Subcommittee

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### BACKGROUND

UFV Senate Policy for Transfer Credit (#107) assigns responsibility for "... determining the acceptability of transfer credit for courses and programs from non-recognized institutions, except for graduate level courses, ...". UEC is empowered to create subcommittees to help fulfill our responsibilities. As such, UEC created a Transfer Credit Subcommittee and delegated it full decision-making power on institutional and credit recognition, without review. As the education landscape has changed considerably since the creation of this subcommittee, this places a large responsibility on a small group and limits the ability UEC to provide appropriate guidance and oversight on the question of institutional recognition.

Therefore, I am asking UEC to review the Admission Committee Terms of Reference and make decisions on whether this delegation is too broad and could be adjusted. Attached, for discussion, is a proposed revision of the terms of reference that supports the main work of the existing Subcommittee but requires UEC to review and approve their decisions to recognize institutions and credits. This is consistent with how other University committees work.

The discussion and feedback on October 24<sup>th</sup> will lead to a decision document at a subsequent UEC meeting.



## UEC TRANSFER CREDIT SUBCOMMITTEE

### TERMS OF REFERENCE

The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee (UEC).

#### Purpose

~~The purpose of the~~ The subcommittee ~~is to make decisions on~~ receives requests for transfer credit ~~recommendations~~ for specific courses or programs from institutions or programming not recognized under UFV Transfer Credit policy #107, and that do not qualify for exemption from UEC approval. These ~~might~~ include, but are 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 learning, courses or programs.

### PROCEDURES

#### Process

- The TCS will make decisions on recognizing institutions and specific transfer recommendations ~~made or signed off by~~ made by the department head or equivalent for the most closely related discipline. If UFV does not offer a related discipline, the ~~decisions recommendation~~ 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.~~
- Decisions to recognize an institution and approve transfer credits will be ratified at a regular meeting of the 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

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Revised September 2021



**UEC TRANSFER CREDIT SUBCOMMITTEE**

- At least two additional faculty members (as diverse a representation as possible) who may be a UEC member.
- One academic advisor
- Senior Associate Registrar

**Chair**

The Senior Associate Registrar will Chair the UEC TCS but will only vote to break a tie.

The TCS will determine a chair each September.

Revised September 2021





## MEMO

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**TO:** Dana Landry, Chair UEC

**FROM:** David Johnston, University Registrar and AVP Enrolment Management

**DATE:** October 20, 2025

**RE:** Discussion on the UEC Admission Subcommittee

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### **BACKGROUND**

Responsibility #2 of UEC Terms of Reference say, "Advise Senate on policies, procedures, and criteria for the **admission**, evaluation, withdrawal, and promotion of undergraduate students." Additional responsibilities require UEC to support preparation of new and revised program proposals, leading to review and approval. UEC is empowered to create subcommittees to help fulfill our responsibilities. As such, UEC created an Admissions Subcommittee. However, it has not been utilized by new programs, or those making changes, nor has UEC enforced the requirement to collaborate. This results in difficult discussions at the UEC Precheck Committee and at times, during UEC meetings. Programs are often unfamiliar with current best practice in admission and the SEM Plan goal(S) for admission requirements to support equity and access, leading to incomplete or incorrect entrance requirements.

Therefore, I am asking UEC to review the Admission Committee Terms of Reference and make decisions on whether the Subcommittee aligns with our mandate and is equipped to support the work of UEC.

The discussion and feedback on October 24<sup>th</sup> will lead to a decision document at a subsequent UEC meeting.

### **Options:**

1. Maintain, and apply, the requirement to consult before submission to UEC.
2. Adjust the Terms of Reference so the Committee reviews submissions after submission to UEC but prior to campus wide consultation and presentation at a UEC meeting.
3. Eliminate the Committee but require comment from the Office of the Registrar (Admissions) as part of the new and revised program submission process.
4. Other.



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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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 Policy #80: Admission
- UEC may refer admissions matters or questions to UECAS for comment, research or recommendations.

### **PROCEDURES**

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#### **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 Committee.
- 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 UECAS is unable to reach a decision, the matter will be referred to UEC. Once a quorum is reached, decisions will be decided by a simply 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



## **UEC ADMISSIONS SUBCOMMITTEE**

### **COMPOSITION**

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#### **Membership**

- Senior Associate Registrar, ~~Admissions and Recruitment (Ex-officio)~~
- University Registrar and AVP Enrolment Management ~~or designate~~
- Two UEC members from the faculty complement
- ~~One from~~ Director, International Education, or designate
- 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 Senior 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