



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
August 28, 2025 - 10:00 AM
D225

AGENDA

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**1. APPROVAL OF THE AGENDA**

**2. TERMS OF REFERENCE**

4 - 5      **2.1. UEC Terms of Reference**

**3. APPROVAL OF UEC MINUTES**

6 - 8      **3.1. UEC draft minutes: May 23, 2025**

MOTION: To approve the draft minutes as presented.

**4. COURSES AND PROGRAMS**

**4.1 Business**

9 - 41      **4.1.1. BUS 320:** Review with changes  
                 **BUS 323:** Review with changes  
                 **BUS 326:** Review with changes including title  
                 **BUS 327:** Review with changes including prerequisites  
                 **BUS 328:** Review with changes  
                 **BUS 329:** Review with changes including prerequisites and  
                 pre/corequisites  
                 **BUS 426:** Review with changes including prerequisites  
                 **BUS 427:** Review with changes including prerequisites

MOTION: To approve the BUS course outlines as presented.

**4.2 Criminology and Criminal Justice**

42 -      **4.2.1. CRIM 310:** Review with changes including prerequisites  
70           **CRIM 311:** Review with changes including prerequisites  
                 **CRIM 320:** Review with changes including title and prerequisites  
                 **CRIM 321:** Review with changes  
                 **CRIM 330:** Review with changes including prerequisites

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**CRIM 335:** Review with changes including title and prerequisites

**CRIM 339:** Review with changes including prerequisites

MOTION: To approve the CRIM course outlines as presented.

- 71 -           **4.2.2. CRIM 216:** Discontinuation, *Psychopathy and the Criminal Justice System*  
72           **CRIM 403:** Discontinuation, *Advanced Studies in Youth Crime and Justice*

MOTION: To approve the discontinuation of CRIM 216 and CRIM 403.

#### **4.3 Kinesiology**

- 73 -           **4.3.1. KIN 220C:** Discontinuation, *Teaching Swimming and Track & Field*  
75           **KIN 220D:** Discontinuation, *Teaching Basketball and Volleyball*  
              **KIN 220E:** Discontinuation, *Teaching Dance and Gymnastics*  
              **KIN 220F:** Discontinuation, *Traditional Chinese Movement*  
              **KIN 370:** Discontinuation, *Human Physiology II*

MOTION: To discontinue KIN 220C, KIN 220D, KIN 220E, KIN 220F, and KIN 370.

- 76           **4.3.2. Biology major Pre-Medicine/Pre-Veterinary concentration:** Program change

MOTION: To approve the change to the Biology major Pre-Medicine/Pre-Veterinary concentration as presented, effective January 2026.

### **5. OTHER BUSINESS/DISCUSSION ITEMS**

- 77           **5.1. Definition of Holistic Assessment**

- 78 -           **5.2. UEC Subcommittees**  
84

- Policy Subcommittee
- Pre-Check Subcommittee
- Admissions Subcommittee
- Transfer Credit Subcommittee

- 5.3. UEC Liaison reports**

- 5.4. Policy Subcommittee report**

- 5.5. APPC report**

- 5.6. Senate report**

- 5.7. Senate Teaching and Learning Committee report**

### **6. INFORMATION ITEMS**

- 85 -           **6.1. UEC Annual Report to Senate, 2024/25**  
88

- 89 -           **6.2. 2025/26 UEC membership and meeting schedule**

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### **6.3. Standing Committees of Senate Resources**

#### **6.4. Additional UEC Resources**

- [Approval processes and flowcharts](#)
- [Curriculum Quality Guidelines](#)
- [Online Course Guidebook](#)
- [Teaching and Learning HOPE Guidelines](#)
- [Course development](#)
- [Program changes](#)
- [Integrated Strategic Plan](#)

#### **6.5. Program suspensions and discontinuations**

- Early Childhood Education diploma: 2-year suspension
- English Language Studies: 1-year suspension renewal

### **7. ADJOURNMENT**



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Liaise with faculty councils to communicate decisions and expectations related to the curriculum approval process and to establish and maintain collaborative relationships.
7. Provide support to curriculum proponents in understanding and preparing course and program revision packages when requested.
8. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
9. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
10. Liaise with other Senate subcommittees, such as the Senate Teaching and Learning Committee and APPC, to discuss curricular matters.
11. Collaborate with the Program Development and Quality Assurance office to ensure quality standards are applied to program and course curriculum.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Provide an annual written report to Senate.
14. Review its terms of reference and membership composition annually, and make any recommendations for revisions to Senate.
15. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Executive Secretary, Registrar and Associate Vice-President, Enrolment Management (or designate)
- Nine faculty members, including at least one from each Faculty and at least two of whom are members of Senate, approved by Senate
- Two deans, or one dean and one associate dean, approved by Senate

- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

**Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- AVP, Xwexwílmexwawt
- Manager, Enrolment Planning
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate)
- Director, Equity, Diversity, and Inclusion (or designate)

**Optional Non-Voting UEC Liaisons**

- Representatives of Faculty Council Curriculum Committees not otherwise represented, nominated by the FCCC

**Administrative Support**

- Office of the Registrar

\* Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.



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

May 23, 2025  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Afeef Alam, Donna Alary, Michael Batu, Chris Campbell, Vlad Dvoracek, Joy Enyinnaya, Claire Hay, Bobby Jaswal, David Johnston, Selena Karli, Dana Landry, Carolyn MacLaren, Stan Manu, David McGuire, Lisa McMartin, Sylvie Murray, Cindy Schultz, and Susan Stoneson  
**ABSENT:** Thais Amorim, Rhonda Colwell, Samantha Hannah, Shirley Hardman, Amber Johnston, Pavandeep Judge, Allyson Jule, and Shel Stefan  
**GUESTS:** Avril Alfred, Sebastian Huebel, Andrea Hughes, Leanne Joe, Nicole Kungle, Curtis Magnuson, Catherine McLean, Barbara Messamore, Eiji Okawa, Tracy Porter, Ian Rocksborough-Smith, Beth Watters  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: April 25, 2025**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

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

##### **3.1. History**

Review with changes: HIST 100, 115, 331, 385

Review with changes including title: HIST 420

Review with changes: HIST 431

**MOTION:**

To approve the HIST course outlines as presented.

CARRIED

##### **3.2. Psychology**

Review with changes: PSYC 101, 102, 309

Review with changes including title: PSYC 429

**MOTION:**

To approve the PSYC course outlines as presented.

CARRIED

##### **3.3. Social Work and Human Services**

Discontinuation: SOWK 302

UEC Draft Minutes  
23 May 2025

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**MOTION:**

To discontinue SOWK 302.

CARRIED

Review with changes: SOWK 380

**MOTION:**

To approve the SOWK 380 course outline as presented.

CARRIED

Changes to entrance and program requirements: Social Service Worker diploma

The primary program change is to include a statement that HSER and SOWK courses older than 10 years cannot be used to meet program requirements. This is similar to a restriction that already exists for the Bachelor of Social Work.

**MOTION:**

To recommend approval of the Social Service Worker diploma changes as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. 2025/26 UEC Chair**

Dana Landry was acclaimed by unanimous consent as UEC Chair for 2025/26.

**4.2. Memo templates**

Revised templates: New courses, course changes

Revised course memo templates were reviewed and discussed. Additional changes were suggested, including an item relating to the use of artificial intelligence in course development/revision.

**MOTION:**

To approve the revised course memo templates.

CARRIED

**4.3. UEC Liaison reports**

There were no reports.

**4.4. Policy Subcommittee report**

The subcommittee is continuing to actively work on the Course Credits (105), Subsequent and Concurrent Bachelor Degree (98), and Credentials (64) policies.

**4.5. APPC report**

APPC has recently recommended the Medical Laboratory Assistant certificate to Senate.

**4.6. Senate report**

UEC Draft Minutes  
23 May 2025

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Senate did not meet in May due to a lack of agenda items.

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

The working group has met to continue defining holistic assessment. STLC will next meet in June.

**5. ADJOURNMENT**

The meeting was adjourned at 11:32 am.

**Memo for Course Changes**

To: [Undergraduate Education Committee \(UEC\)](#)

From: [Dr. Khyati Shetty and Dr. David Dobson](#)

Date: [November 15, 2024](#)

Subject: **Proposal for revision of BUS 320 - Business Research Methods**

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:

- a. [This course is going through regular departmental review.](#)
- b. [Updating learning outcomes to reflect the content and perspectives of the course more accurately.](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): [Changes are not substantial.](#)

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 \(UNDRIP\)](#).

- [In keeping with Indigenous pedagogy/epistemology specific to oral learning traditions, students are encouraged to engage in class participation, to have discussions with classmates, to discuss problems and share solutions, to share their views freely, to ask questions to the instructor. In addition, students are assigned a group project where some marks are assigned for an oral weekly in class presentation. An important component of the](#)

group project includes using qualitative research methods where students conduct open-ended conversational style focus group sessions.

- In keeping with Indigenous pedagogy, students are assigned to small groups to collaborate on a group project. The group project is based on a team approach where students are jointly responsible for decision-making and contributing to completing project tasks.
- In keeping with Indigenous pedagogy, this course includes project-based experiential learning where students conduct an applied research project using focus group conversations and survey interviews.
- Local speakers from the community, including alumni, are invited to the classroom to share their knowledge and stories to engage students with real world experience. When possible, guest speakers with Indigenous heritage and Elders are invited.
- Classes start with Land Acknowledgements, and I also read a portion from Indigenous scholars' books, such as *Braiding Sweetgrass* by Potawatomi professor Robin Wall Kimmerer, to bring Indigenous wisdom to the classroom in a respectful way.

7. If this course is not eligible for PLAR, explain why:

This course is eligible for PLAR.

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

Equity, diversity, and inclusion principles are met through the structure of the course. Course delivery involves different types of media, including oral lectures, slides, videos, guest speakers, and student group presentations. All students are treated with respect. Diversity of thought, culture and creativity is valued and encouraged in the class. For the group project, the instructor assigns teams where students are expected to collaborate with their fellow team members in a professional, respectful, cooperative and friendly manner, regardless of individual differences. Different kinds of assessments are included in this course other than exams, such as class participation, presentations, and a group project.

9. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

Unchanged and no impact on budget anticipated.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?: No field trips are required for this course.

11. Estimate of the typical costs for this course, including textbooks and other materials: Approximately \$100 for a new textbook, but students can also buy a used textbook or e-book at a lesser price.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 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 320                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Business Research Methods                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Business Research Methods                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine different research methodologies and their application to various business research problems using qualitative and quantitative data. Students then conduct an applied research project which includes research design, literature review, questionnaire design, focus group, survey, and data analysis. Students also prepare a written research report and oral presentation. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | BUS 120 and BUS 226/ECON 226.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>36</td> </tr> <tr> <td>Laboratory hours:</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 | Laboratory hours: | 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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Laboratory hours:                                                                                                                                                                                                                                                                                                                                                                                                                | 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> (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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                   |   |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Define business research and how it is used by organizations in their decision making.
2. Evaluate the appropriateness of research designs and methodologies for answering research questions.
3. Conduct surveys, focus group interviews, and literature review.
4. Perform analysis of primary data collected through focus groups and surveys.
5. Conduct an applied research project using mixed research methods.
6. Demonstrate competency in research report writing and oral presentation.
7. Use ethical conduct for research.

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

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

### Details:

Final exam: 25%

Midterm exam: 15%

Quizzes/tests: 10%

Assignments: group project (30%), mini presentations (10%), class participation (10%)

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

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

Lectures, guest speakers, hands-on lab sessions, classroom discussions, case studies, group projects, and group presentations.

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

| Type        | Author or description    | Title and publication/access details            | Year    |
|-------------|--------------------------|-------------------------------------------------|---------|
| 1. Textbook | Babin, B., & Zikmund, W. | Exploring Marketing Research [Cengage Learning] | Current |
| 2.          |                          |                                                 |         |
| 3.          |                          |                                                 |         |
| 4.          |                          |                                                 |         |
| 5.          |                          |                                                 |         |

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

SPSS statistical software and a calculator approved by UFV School of Business. (See the UFV School of Business student handbook for approved calculators).

## Course Content and Topics

Module One: Research process and ethics

- Research problem and process
- Research ethics/TCPS 2: CORE-2022
- Test (LO 1, 7)
- Class participation (LO 1, 7)
- Mini presentation (LO 1, 7)

Module Two: Research design and methods

- Qualitative research
- Survey research
- Experimental design
- Test (LO 2)
- Class participation (LO 2)
- Mini presentation (LO 2)

Module Three: Literature review and questionnaire design

- Focus group moderator's guide
- Attitude measurements
- Questionnaire design
- Test (LO 3)
- Class participation (LO 3)
- Mini presentation (LO 3)

Midterm exam (LO 1–3)

**Module Four: Sampling design**

- Sampling methods
- Sample size determination
- Test (LO 4)
- Class participation (LO 4)
- Mini presentation (LO 4)

**Module Five: Data analysis**

- Data preparation
- Data analysis – surveys and focus groups
- Test (LO 5)
- Class participation (LO 5)
- Mini presentation (LO 5)

**Module Six: Research report**

- Research report writing
- Communicating results
- Class participation (LO 6)
- Test (LO 6)

**Module Seven: Applied research project**

- Semester-long applied research project in a team setting (LO 1–7)

Final exam (LO 1–7)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Cindy Stewart

Date: January 10, 2025

**Subject: Proposal for revision of BUS 323**

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

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

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

2. Rationale for change: This course was due for revision in February 2023. We have made some changes to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to 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 \(ILOs\)](#): See table below.

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                                 | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing marketing performance measurement systems. | 1, 2, 3, 5           |

|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences</p> | <p>LO2 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target marks including local, Canadian and international Indigenous cultural groups.</p> <p>LO3 Explain the role advertising plays in meeting an organization's business/marketing objectives and its impact on cultural homogenization domestically and internationally.</p> | <p>1, 2, 3, 5</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

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 \(UNDRIP\)](#).  
  
By examining the differences in cultural groups including local, Canadian and international Indigenous groups, and how they are impacted by Westernized marketing communications, students gain a better understanding of what the cultural differences area and the importance of these differences being reflected in marketing communication developed for a culturally diverse audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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, the cost of a digital textbook.**



ORIGINAL COURSE IMPLEMENTATION DATE: April 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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 323                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Advertising<br><b>Course Short Title:</b> Intro to Advertising                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the marketing and design technical skills required to design effective advertising. In teams, students apply marketing technical skills to create buyer profiles, segment a product category, and develop product differentiation strategies. Students then apply their creativity and design technical skills to develop media campaigns for a variety of formats.<br><br>Note: Field trips outside of class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 45 university-level credits including BUS 120.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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): <b>BUS 223</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</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>                                                                                                                 |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30 | Lecture/seminar | 10 | Experiential (field trip) | 5 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Canadian and international Indigenous cultural groups.
2. Explain the role advertising plays in meeting an organization's business/marketing objectives and its impact on cultural homogenization in Canada and internationally.
3. Evaluate the effectiveness of ethical AI in completing routine marketing tasks.
4. Create buyer profiles and select a target market.
5. Perform a market situational analysis to develop a product positioning statement.
6. Apply the various tools and techniques used to design and produce advertising for a variety of display ad media channels.
7. Evaluate the many media choices available to maximize the company's return on marketing spend while meeting its marketing objectives.
8. Explain the roles and responsibilities of the client and the agency when working from a client-driven creative brief.

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

|             |     |              |     |
|-------------|-----|--------------|-----|
| Final exam: | 25% | Assignments: | 30% |
| Project:    | 35% | Lab work:    | 10% |

## Details:

Project includes a group written assignment and presentation. Assignments include group written case assignments. Lab work includes in-class case problem solving.

**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, field studies, in-class group projects and 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 | Moriarty, S. et al.   | Advertising & IMC (Pearson)          | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |

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

n/a

## Course Content and Topics

Module One: Defining the product target market

- Using primary and secondary market research
- Using demographic and lifestyle tracking data
- In-class cases (LO 1, 3, 8)
- Creating a customer profile (LO 1, 3)

Module Two: Product and competitive positioning

- Completing a competitive analysis
- In-class cases (LO 2-5, 8)
- Creating a consumer connection chart and buyer decision matrix (LO 2-5)

Module Three: Advertising layout and design

- Creating message design objectives and strategy
- Developing message elements and their application
- In-class cases (LO 1-6)
- Creating a print ad (LO 1-6)

Module Four: Advertising planning and control

- Media planning and buying
- Completing an advertising audit
- Determining return on media investment In-class cases (LO 3, 7, 8)

Presenting client with media pitch (LO 1-8)

Final exam (LO 1, 2, 4-8)

## Memo for Course Changes

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Cindy Stewart

Date: January 10, 2025

Subject: **Proposal for revision of BUS 326**

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

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

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

2. Rationale for change: This course was due for revision in Feb. 2023. We have made some changes to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to 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 \(ILOs\)](#): See table below.

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                                 | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing marketing performance measurement systems. | 1, 2, 3, 5,          |

|                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                       |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences. | LO2 Contrast the differences between western business performance standards to those of other cultures including local, Canadian and international Indigenous cultures.<br>LO7 Design and implement corporate performance dashboards for both western business practices and other business cultures including local, Canadian and international Indigenous cultures. | 1, 2, 3, 5, |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|

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 \(UNDRIP\)](#).  
By examining the differences in accountability and performance measurement practices for cultural groups including local, Canadian and international Indigenous groups, around the world, students gain a better understanding of what the cultural differences are and the importance of these differences being reflected when designing workplace performance metrics for a culturally diverse workforce.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
This course specifically addresses the inclusion of marginalized groups in its focus on identifying culturally different practises when evaluating performance. Students are also provided many different forms of assessment and choices in the selection of assignment topics and formats.
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, the cost of a digital textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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 326                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Measuring Marketing Effectiveness<br><b>Course Short Title:</b> Measuring Mktg Effectiveness                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on marketing accountability and how to measure it. Students explore the techniques and tools used to measure the effectiveness of marketing activities. Students then apply this knowledge to develop management dashboards designed to track marketing activity outcomes by setting performance targets for each of the promotion mix elements used by a company in executing its marketing strategy. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | BUS 120, BUS 247, and BUS 249.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Lecture/seminar</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>                                                                                                         |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30 | Lecture/seminar | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                 |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Explain the evolution of marketing performance metrics systems.
2. Evaluate the effectiveness of ethical use of AI in developing marketing performance measurement systems.
3. Compare the differences between western business performance standards to those of other cultures including Canadian and international Indigenous cultures.
4. Develop a marketing metric system for product positioning and customer profitability.
5. Design a marketing metric system to evaluate brand positioning, pricing strategy, and customer value.
6. Develop a marketing metric system to evaluate traditional media spend.
7. Design corporate performance dashboards for both western business practices and other business cultures including Canadian and international Indigenous business cultures, using real company data.

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

|              |     |          |     |
|--------------|-----|----------|-----|
| Final exam:  | 25% | Project: | 35% |
| Assignments: | 40% |          |     |

## Details:

Project includes a group written assignment and presentation.

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

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

This is primarily a case-based learning course. Lectures, in-class case problem solving, group case assignments, and presentations.

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

| Type        | Author or description | Title and publication/access details | Year    |
|-------------|-----------------------|--------------------------------------|---------|
| 1. Textbook | Bendle, N., et al     | Marketing Metrics                    | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |
| 4.          |                       |                                      |         |
| 5.          |                       |                                      |         |

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

n/a

## Course Content and Topics

Module One: Application of costing models to marketing data

- Cost behaviour including variable cost and fixed costs, breakeven analysis, and activity-based costing (LO 1)
- Spreadsheet layout and design automation
- Case assignments (LO 1-3)

Module Two: Determination of value

- Pricing for long-run profitability
- Measuring customer value using EVE and Fair Value Line
- Measuring product and product line price strategy profitability
- Measuring customer profitability by sector and individually
- Case assignments (LO 2-5)

Module Three: Traditional quantitative and qualitative metrics

- Traditional financial media marketing metric development and implementation process for the promotion mix
- Measuring marketing lifecycle performance using non-financial metrics for the promotion mix activities
- Benchmarking and dashboards
- Case assignments (LO 2-7)

Module Four: Client performance audit

- Prepare a client performance tracking system (LO 1-7)
- Final exam (LO 1-7)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Dr. Khyati Shetty and Cindy Stewart

Date: January 16, 2025

**Subject: Proposal for revision of BUS 327**

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

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

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

2. Rationale for change: This course was due for revision in Feb. 2023. There have been some changes made to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to Indigenization.

Furthermore, the prerequisite of BUS 320 has been removed to reflect the change in assignment deliverables from questionnaire style student research to observation only student research.

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

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                                 | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing marketing performance measurement systems. | 1, 2, 3, 5           |

|                                                                                                                                                                                             |                                                                                                                                                                                                                    |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences | LO6 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized buyer behaviour including markets including local Canadian and international Indigenous cultural groups. | 1, 2, 3, 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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 \(UNDRIP\)](#).  
By examining international cultural groups including local, Canadian and international Indigenous groups, and how they are different and impacted by Westernized marketing, students gain a better understanding of what the cultural differences are and the importance of these differences being reflected in developing buyer personas and shopping environments to better serve a culturally diverse audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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.) **To enhance the student understanding of the theoretical concepts, field trip is scheduled during the term. In this field trip students are divided into teams and assigned three buyer behaviour topics to complete observation studies for. Then students are asked to complete a reflective assignment discussing what they learned from participating in the fieldtrip.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100, the cost of a digital textbook.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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 327                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Consumer Behaviour<br><b>Course Short Title:</b> Consumer Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the attitudes, desires, and motivations of shoppers to explain choice and create comprehensive buyer personas by applying theories developed in psychology, sociology, and social psychology, and using the latest tools and techniques in consumer research. Students also explore the impact that the purchase environment, the people in it, and cultural differences (such as international and Indigenous) have on shaping buyer behaviour.<br><br>Note: Field trips outside of class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university credits including BUS 120.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Experiential (field trip)</td> <td>3</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>                                                                                                                                                                                                  |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30 | Lecture/seminar | 12 | Experiential (field trip) | 3 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                 |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Explain consumer perceptions and the use of signaling and semiotics to enhance advertising and consumer information processing.
2. Evaluate the ethical use of AI in completing routine consumer research tasks.
3. Create consumer self-concepts from demographics, lifestyle, and personality characteristics.
4. Determine consumer beliefs and attitudes toward brand and their geneses.
5. Determine consumer choice antecedents including situational determinants, time pressures, personal salience, general shopping orientation, branding, store atmospherics, and motivations.
6. Assess the role of reference groups and their types of influences in the product selection and adoption process.
7. Assess the cultural and subcultural values and their influence on purchase behavior of domestic and internationalized buyers including local, Canadian and international indigenous cultural groups.
8. Assess the validity of consumer behavior research on a particular target market using field studies.

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

|              |     |                   |     |
|--------------|-----|-------------------|-----|
| Project:     | 45% | Quizzes/tests:    | 10% |
| Assignments: | 15% | Field evaluation: | 30% |

## Details:

Project includes the completion of three field study activities (15% each).

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

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

A case-based learning course accentuated with lectures, student-led field studies, and class field trip.

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

| Type        | Author or description | Title and publication/access details | Year    |
|-------------|-----------------------|--------------------------------------|---------|
| 1. Textbook | Solomon, M., et al.   | Consumer Behaviour (Pearson)         | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |
| 4.          |                       |                                      |         |
| 5.          |                       |                                      |         |

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

n/a

## Course Content and Topics

Module One: Role of perception and learning

- Consumer perceptions; semiotics, and beliefs (LO 1-2)

Module Two: Role of the self

- Consumer characteristics: demographics; lifestyle, personality, gender and need state (LO 2-3)

Team assignment 1: Conduct field study to confirm or refute textbook referenced consumer behavior evidence (LO 1–3, 8)

Module Three: Attitudes, desires, and motivations

- Consumer attitudes and motivations (LO 2,4)

Module Four: Purchase process

- Antecedents including situational determinants, time pressures, personal salience, general shopping orientation, branding, store atmospherics, motivation in store choice and shopping behavior (LO 2,5)

Team assignment 2: Conduct field study to confirm or refute textbook referenced consumer behavior evidence (LO 2,4-5, 8)

Module Five: Referents and influencers

- Reference groups and their types of influences; opinion leadership and their influence; diffusion of new products, cultural and subcultural and their i influences (LO 2, 6-7)

Team Assignment 3: Conduct field study to confirm or refute textbook referenced consumer behavior evidence (LO 2, 6-8)

Field Trip: Assessment of main course concepts applied in upscale, trendy and economy branded stores (LO 5-8)

Quizzes and test (LO 1–7)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Khyati Shetty and Cindy Stewart

Date: January 16, 2025

**Subject: Proposal for Revision of BUS 328 Retail 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: This course was due for revision in Feb. 2023. Some changes have been made to ensure that the course serves the needs of students graduating from the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to 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 technical descriptions and ordering of the existing LOs have been revised to reflect current retail marketing practices, language, and regulations. Two additional LOs have been added. The first one addresses the rapid adoption of AI in the industry for performing routine marketing tasks and the second one reflects the UFV strategic plan promise to fulfill the commitment to Aboriginal people.

Please see the table below.

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                                 | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing marketing performance measurement systems. | 1, 2, 3, 5           |

|                                                                                                                                                                                             |                                                                                                                                                                                               |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences | LO2 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target marks including local Canadian and international Indigenous cultural groups. | 1, 2, 3, 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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 \(UNDRIP\)](#).  
By examining the differences in cultural groups including local, Canadian and international Indigenous groups, and how they are reflected in shopper personas, students gain a better understanding of what the cultural differences are, and the importance of these differences being reflected in marketing strategies developed for a culturally diverse, retail audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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.)  
To enhance the student understanding of the theoretical concepts, two field trips are schedule during the term. In these field trips students are divided into teams and required to complete worksheets wherein students apply the theoretical concepts covered in class to a real, local retail store. These completed worksheets are submitted for grading.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100, the cost of a digital textbook.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 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 328                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Retail Management<br><b>Course Short Title:</b> Retail 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>From the perspective of a new retail store, students explore the complex world of retail and e-tail channel management strategies. Starting with defining its buyers, students investigate the role cultural diversity plays in developing a retail strategy. Students then apply the remaining elements of the marketing mix, plus other important marketing tools and new retail-specific tools, to create a bespoke strategy evaluation.<br><br>Note: Field trips outside of class time may be required.                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 45 university-level credits including BUS 120.                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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: BUS 224<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 | Tutorials/workshops | 30 | Experiential (field trip) | 5 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Construct a retail concept strategy that reflects the competitive environment of the retail sector being entered; retail format, brand image (including pricing) and regulating bodies.
2. Evaluate the ethical use of AI in completing routine marketing tasks in the retail environment.
3. Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Canadian and international Indigenous cultural groups and the role of human resource management (HRM) plays in customer shopping experience.
4. Apply the tools used to facilitate decisions about merchandise strategy and product assortment and selection.
5. Compare a brick-and-mortar store concept to an ecommerce site using a variety of tools including site selection, store layout, Plan-o-gram (POG), and store atmospherics.
6. Detail the activities and challenges faced when developing a retail logistics strategy involving supplier selection, inventory management, role of technology and sustainability.
7. Detail the role of customer loyalty initiatives and marketing ethics play in building brand loyalty, financial returns for the retailer and brand equity.

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

|             |     |                   |                |     |
|-------------|-----|-------------------|----------------|-----|
| Final exam: | 20% | Assignments:40%   | Quizzes/tests: | 10% |
| Project:    | 15% | Field evaluation: | 15%            |     |

**Details:** Assignments include case analyses including weekly in-class case assignments plus three student field 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.)

A case-based learning course utilizing case assignments, and field trips.

**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 | Levy, M.              | Retailing Management (McGraw-Hill)   | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |

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

n/a

## Course Content and Topics

Module One: Defining your buyer and product

- Defining the industry of retailing and its importance to the Canadian economy
- Defining retailer buyer personas and identifying retailer target market(s) (LO 2-3)
- Planning your product offering; assortment and selection (LO 2-4)
- Retail strategy audit (LO 1-4)
- Field study 1: Target market (LO 3)
- Fieldtrip 1: Assortment and selection (LO 4)

Module Two: Defining your retail concept

- Store design; business location strategy; property acquisition strategies (LO 2, 5)
- Field study 2: Location mapping
- Fieldtrip 2: Layout (LO 5)
- Staffing and customer experience management (LO 2, 5)
- Field study 3: Staffing strategy assessment (LO 2, 5)

Module Three: Implementation

- Inventory management and control; production management strategy, pricing strategy (LO 4, 6)
- Technology use in the retail environment (LO 6)
- Produce vs. outsourcing (LO 6)
- Apply the theories and approaches in estimating a shopper's value to the retailer in terms of brand loyalty and financial value (LO 7)

Quizzes (LO 1-7)

Final exam (LO 1-7)

**Memo for Course Changes**

To: [Undergraduate Education Committee](#)

From: Khyati Shetty and Cindy Stewart

Date: [January 17, 2025](#)

Subject: **Proposal for revision of BUS 329**

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

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

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

2. Rationale for change: [This course was due for revision in Feb. 2023. There have been changes made to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to Indigenization.](#)

[The prerequisites of BUS 323 and pre/co requisite of BUS 327 have been changed to 45 university credits including BUS 120 to eliminate the scheduling roadblocks that occur because of the course offerings of the pre/corequisite courses. While the branding related content from these courses would be of benefit to students registered in BUS 329, all the prerequisite material has been previously covered in BUS 120.](#)

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

| SofB Program LOs                                                                                                                                                                               | Course LOs                                                                                                                                                | New ILOs<br>(July 2024)    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <a href="#">PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems.</a> | <a href="#">LO1 Experiment with the use of AI in developing brand identity assets and legal issues relating to ownership, protection and enforcement.</a> | <a href="#">1, 2, 3, 5</a> |

|                                                                                                                                                                                             |                                                                                                                                                                                                  |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences | LO2 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Canadian and international Indigenous cultural groups. | 1, 2, 3, 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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 \(UNDRIP\)](#).  
By examining the differences in cultural groups including local, Canadian and international Indigenous groups, and how they are impacted by Westernized branding strategies, students gain a better understanding of what the cultural differences are, and the importance of these differences being reflected in brands developed for a culturally diverse audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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, the cost of a digital textbook. Students are able to access the graphic design software in the student computer labs.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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 329                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Brand Image Management<br><b>Course Short Title:</b> Brand Image 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>Students apply current academic research and industry standard graphic design technology to create a new brand for a class client. Students explore a variety of techniques such as brand architecture, licensing, co-branding, and brand equity used by companies to manage their brands over time.                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including BUS 120.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>35</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 | Tutorials/workshops | 35 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Apply the ideas, theories, approaches and actors in the development of domestic and internationalized brands including local, Canadian and international Indigenous cultural brand identities.
2. Evaluate the ethical use of AI in completing routine marketing tasks related to brand identity development.
3. Formulate the design elements required to create a defensible, well-positioned corporate and product brand identity.
4. Use current graphic design technology to create the visual elements of a brand identity.
5. Produce a variety of branded traditional promotion mix collaterals including print ads, direct mail pieces, newsletters, brochures, product tags, and retail bags.
6. Develop all design elements required for creating online visual corporate branded assets including corporate website, display ads, and social media presences.
7. Assess the feasibility of implementing brand management techniques such as brand architecture, brand communication, brandtainment, licensing, and co-branding.
8. Determine the value of branding to a company in term of brand loyalty and brand equity.

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

|              |     |  |  |
|--------------|-----|--|--|
| Assignments: | 65% |  |  |
| Project:     | 35% |  |  |

## Details:

Assignments include design and case assignments.

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

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

Lectures, in-class labs, team projects, and presentations.

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

| Type        | Author or description | Title and publication/access details | Year    |
|-------------|-----------------------|--------------------------------------|---------|
| 1. Textbook | Keller, K.            | Strategic Brand Management (Pearson) | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |

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

University-supplied Adobe Creative Suite online tutorials and Adobe Creative Suite software including Photoshop, Illustrator, and In-Design.

## Course Content and Topics

Module One: Brand identity development

- Brand identity design, brand positioning, branding regulations (LO 1-3)
- Case assignment: Brand identity (LO 1-3)

Module Two: Introduction to photo editor and drawing technology tools

- Use graphic design technology to create brand visual assets and print based branded communication pieces (LO 2-4)
- Design assignment: Create brand visuals (LO 1-4)

Module Three: Introduction to desktop publishing and page layout technology tools

- Using technology to create a pamphlet/brochures, newsletters, and other multi-page communication pieces (LO 1. 2, 4-5)
- Design Assignment: Collateral (LO 1-2, 4-5)

Module Four: Introduction to web builder technology tools

- Using technology to create company websites and html communications (LO 1-3,6)
- Using technology to create display ads and corporate social media sites (LO 1-3,6)
- Case Assignment: SNS strategy (LO 3)

Module Five: Managing and valuing a brand

- Assess the relevance and value of deploying the various brand management technique (LO 7)
- Apply the elements of brand loyalty assessment to company buyers (LO 7)
- Discuss the significance of brand value and the various methods used to determine it (LO 8)
- Team project (LO 1-8)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Khyati Shetty and Cindy Stewart

Date: February 14, 2025

**Subject: Proposal for revision of BUS 426**

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

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

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

2. Rationale for change: This course was due for revision in Feb. 2023. There have been changes made to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to Indigenization.

With the exception of BUS 323 the pre/co requisites Bus 327 and BUS 329 have been removed to eliminate the scheduling roadblocks that occur because of the course offerings of the pre/corequisite courses. All the prerequisite material has been previously covered in BUS 120. BUS 325 has been added as a prerequisite to better reflect the marketing communication skills required to complete the marketing communication plans.

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 \(ILOs\)](#):

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                                | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing integrated marketing communication plans. | 1, 2, 3, 5           |

|                                                                                                                                                                                             |                                                                                                                                                                                                  |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences | LO2 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Canadian and international Indigenous cultural groups. | 1, 2, 3, 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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 \(UNDRIP\)](#).  
  
By examining the differences in cultural groups including local, Canadian and international Indigenous groups, and how they are impacted by Westernized marketing communication strategies, students gain a better understanding of what the cultural differences are, and the importance of these differences being reflected in marketing communication plans developed for a culturally diverse audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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, the cost of a digital textbook](#).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 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 426                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Integrated Marketing Communication                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Integrated Marketing Comm                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students develop an integrated marketing communication program for a real-world client using a variety of promotion mix elements including print ads, sales promotions, public relations, direct marketing, social media, display ads, search engine optimization, and corporate websites.                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 60 university-level credits including BUS 323.<br>Note: As of September 2026, prerequisites will change to BUS 323 and BUS 325.                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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: BUS 463<br>Cross-listed with:<br>Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> ( <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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Develop marketing communication strategies to achieve client-based marketing objectives.
2. Evaluate the ethical use of AI in completing routine marketing tasks related to marketing communication activities.
3. Formulate target market buyer personas using internal and external data.
4. Evaluate product positioning and messaging strategies for client and its competitors.
5. Design marketing campaign from concept strategies to finished format for a variety of media.
6. Develop a media plan including a budget and implementation schedule.
7. Create a media pitch to be delivered to an executive team.

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

|              |     |  |  |
|--------------|-----|--|--|
| Assignments: | 45% |  |  |
| Project:     | 55% |  |  |

## Details:

Case assignments include 3 team assignments (15% each). Term project includes a client report and a student "pitch" presentation to client.

**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, projects, problem-solving, discussions, client site visits, 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 | Belch, G., Belch, M., & Guolla, M. | Advertising and Promotion, an Integrated Marketing Communication Perspective [McGraw-Hill] | Current |
| 2.          |                                    |                                                                                            |         |
| 3.          |                                    |                                                                                            |         |
| 4.          |                                    |                                                                                            |         |
| 5.          |                                    |                                                                                            |         |

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

University supplied Adobe Creative Suite including Illustrator, Photoshop, and InDesign.

## Course Content and Topics

Module One: Marketing due diligence

- Marketing communication models and message strategy
- Integration of marketing strategy across mediums and tactics
- Case assignment (LO 1-3)

Module Two: Creative design

- Creativity process and execution
- Creative and message selection process
- Message and creative design for all parts of the promotion mix
- Case assignment (LO 3-4)

Module Three: Media planning

- Promotion mix evaluation, selection, and effectiveness
- Creativity and message design in the virtual environment
- Budgeting and implementation schedules
- Media plan preparation
- Case assignment (LO 5)

Report and Team Pitch to client (LO 1-6)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Khyati Shetty and Cindy Stewart

Date: February 14, 2025

**Subject: Proposal for revision of BUS 427**

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

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

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

2. Rationale for change: This course was due for revision in Feb. 2024. There have been changes made to ensure that the course serves the needs of students entering the marketing program with respect to the use of AI in a marketing role, internationalization, as well as continuing to fulfill the needs of students taking this course as part of civic engagement and/or inter-cultural learning with respect to Indigenization.

The pre/co requisites Bus 327 has been replaced with BUS 325 to better reflect the marketing communication skills required to complete the marketing communication plans developed in this course.

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

| SofB Program LOs                                                                                                                                                               | Course LOs                                                                      | New ILOs (July 2024) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------|
| PLO2 Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems. | LO1 Experiment with the use of AI in developing corporate and community events. | 1, 2, 3, 5           |

|                                                                                                                                                                                             |                                                                                                                                                                                                  |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| PLO6 Reflect on international aspects; recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences | LO2 Apply the ideas, theories, approaches and actors in the development of domestic and internationalized target markets including local, Canadian and international Indigenous cultural groups. | 1, 2, 3, 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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 \(UNDRIP\)](#).  
By examining the differences in cultural groups including local, Canadian and international Indigenous groups, and how they are impacted by Westernized marketing strategies, students gain a better understanding of what the cultural differences are, and the importance of these differences being reflected in brands developed for a culturally diverse audience.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
This course specifically addresses the inclusion of marginalized groups in its focus on developing buyer personas based on lifestyle and consumption patterns instead of typical demographic data such as gender, age, and ethnicity. This course also provides students with many different forms of assessment and choices in the selection of assignment topics and formats.
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](#), [the cost of a digital textbook](#).



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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 427                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Public Relations and Event Management<br><b>Course Short Title:</b> PR & Event 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>Students apply the marketing promotion mix elements to design and implement client-driven corporate events for both customer and community stakeholders. The planning of client-driven events will include all materials sourcing, budgeting, promoting, and staffing.<br><br>Note: Field trips outside of class time may be required.                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                              |           | 60 university level credits including BUS 323 and (BUS 325 or BUS 327).<br>Note: As of September 2026, prerequisites will change to 60 university level credits including BUS 323 and BUS 325.                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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: BUS 492E<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>35</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 | Tutorials/workshops | 35 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                              | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                          | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> April 1, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Define various terms specific to the special event industry.
2. Evaluate the ethical use of AI in completing routing event planning tasks.
3. Differentiate between approaches to non-profit events and corporate public relations (PR) events.
4. Explain the principal components of planning and executing PR special events.
5. Compile PR event staffing and other human resource needs.
6. Develop a PR special event proposal for a prospective client.
7. Prepare a marketing plan including a budget for the proposed PR event.
8. Implement the marketing activities recommended in the PR event proposal.
9. Prepare a postmortem event report.

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

|              |     |                   |     |
|--------------|-----|-------------------|-----|
| Assignments: | 30% | Field evaluation: | 20% |
| Project:     | 50% |                   |     |

**Details:** Field evaluation includes an instructor visit to observe the implemented marketing activity.

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

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

Lectures, workshops, field studies, and case studies.

**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 | Van Der Wagen, L.     | Event Management [Pearson]           | Current |
| 2.          |                       |                                      |         |
| 3.          |                       |                                      |         |
| 4.          |                       |                                      |         |
| 5.          |                       |                                      |         |

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

University supplied Microsoft Office Suite and Adobe Creative Suite.

## Course Content and Topics

Module One:

- Defining public relations and corporate event sponsorship
- Creating a Public Relations (PR) event concept with visual design
- Case study presentation to client (LO 1–3, 5)

Module Two:

- Developing a PR event plan and its staging
- Creating an implementation plan including operations, logistics, and staffing
- Case study presentation to client (LO 2, 4-5)

Module Three:

- Creating a financial budget and performance metrics for a PR event
- Developing a safety and crowd management plan for a PR event
- Case study submission for instructor assessment (LO 2, 6)

Module Four:

- Developing an integrated marketing communications plan including a budget for a PR event
- Developing print media including posters, handouts, and social media visuals for a PR event

Event plan: Postmortem event report (LO 9)

**Memo for Course Changes**

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

From: Jon Heidt, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: February 10, 2025

**Subject: Proposal for revision of CRIM 310 (Advanced Theoretical Perspectives)**

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

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

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

2. Rationale for change:

As part of its six-year review, minor changes have been made to the learning outcomes to update the course. The texts and resource materials have been revised to include updated textbooks.

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

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#),

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

In addition to including a specific learning outcome with respect to Indigenization, the new textbook will include a chapter on Race and Criminological Theories with a specific section on Indigenous Peoples. For example, this content will include colonial criminology and Indigenous critical criminology. Relevant legal cases will be reviewed, such as R. v. Gladue, and there will be discussion of topics such as the colonization of law and society.

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

The chapter on race in the new textbook will also review the experiences of racial groups, such as Black, Asian, and Hispanic people. There will also be a chapter on 2SLGBTQIA+ issues. Example of key theories and research include feminism and crime, and queer criminology. Finally, in class exercises will cover racial and gender issues.

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

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

Textbook costs range from \$75 to \$150.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 2031  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 310                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Theoretical Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adv. Theoretical Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the diverse nature of knowledge within the field of crime and deviance by focusing on contemporary criminological theories and their related research. Practical and political implications of the theories are also discussed, such as the effects on racialized and marginalized groups.                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including CRIM 100, CRIM 104, and CRIM 105.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 4, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Critique contemporary theories of criminality, criminal behavior, crime, and criminal justice.
2. Articulate how contemporary theories are related to and affect racialized and marginalized groups.
3. Map the connections between contemporary criminological theories and broader research programs and intellectual traditions in the social sciences.
4. Integrate ideas of justice, deviance, law, and punishment.
5. Analyze the social context of the emergence of deviance and crime.
6. Evaluate works of key theorists.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 35% | Quizzes/tests: | 30% | Assignments: | 35% |
|             | %   |                | %   |              | %   |

## Details:

Assignments may include in-class attendance, weekly writing assignments, and term papers.

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

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

Lectures and instruction, and class discussions.

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

| Type        | Author or description                                    | Title and publication/access details                                       | Year |
|-------------|----------------------------------------------------------|----------------------------------------------------------------------------|------|
| 1. Textbook | Heidt, Jon & Wheeldon, Johannes P.                       | Introducing Criminological Thinking (Sage Publications)                    | 2015 |
| 2. Textbook | Lilly, Cullen, and Ball                                  | Criminological Theory Context and Consequences, 8th edition                | 2024 |
| 3. Textbook | Heidt, Jon, & Wheeldon, Johannes P.                      | Criminological Theory: Crime, Law, and Canadian Society (Emond Publishing) | 2027 |
| 4. Textbook | Bernard, T.J., Vold, G.B., Snipes, J.B., & Gerould, A.L. | Vold's Theoretical Criminology, 6th ed.                                    | 2024 |
| 5.          |                                                          |                                                                            |      |

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

## Course Content and Topics

- Ideas have consequences: theory and the real world
- Searching for the criminal man: the classical school and birth of the positivist theories
- Hangin' out with the wrong crowd: learning criminal behaviour
- Searching for the perfect family: controlling criminal behaviour
- The world is a stage: the labelling process and criminal behaviour
- Under pressure: structural aspects of crime
- Race, gender, and criminological theories (e.g., colonial criminology; Indigenous critical criminology; feminism and crime; queer criminology)
- Fighting it out: conflict, criminalization, and crime
- The criminologies of everyday life: rational choice, routine activities, and environmental criminology
- Explaining everything: general and integrated theories of criminal behaviour
- Still searching for that criminal man: biosocial explanations of criminality
- Crime over the life course: developmental and life course theories of criminal behaviour
- The big picture: general social theories and crime

**Memo for Course Changes**

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

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

Zina Lee, Director, School of Criminology and Criminal Justice

Date: February 10, 2025

**Subject: Proposal for revision of CRIM 311 (Diversity, Crime, and Criminal Justice in Canada)**

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

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

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

2. Rationale for change: Changes have been made to the calendar description, learning outcomes, texts and resource materials, and evaluation methods as part of the course's six-year review, in addition to updates to the course to reflect current edition learning materials. A minor change has been made to the pre-requisites to specify that the 3 additional credits within the 45 credits must be from a 200-level CRIM course. This change is to ensure that students are better prepared for this third-year course by having at least one 200-level course completed that provides foundational knowledge in criminology and criminal justice.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The learning outcomes have not been substantially altered but more clearly reflect advocacy for diversity, equity, and inclusion, which is what the course is about.

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

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

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

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The UNDRIP (2007) is required reading for the course and the TRC (2015) and the MMIWG (2019) reports are recommended co-texts. Michelle Good's (2023) book *Truth Telling: Seven Conversations About Indigenous Life in Canada* is a recommended co-text, as is Robyn Maynard's (2017) book *Policing Black Lives*.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is about diversity, equity, inclusion, and social justice in relation to the criminal justice system. The topics reflect some of the most marginalized social or identity groups in Canada. Assignment design varies when the course is taught in an in-person or hybrid format where there is a deliberate effort to decolonize at least one major assignment by empowering students to choose the mode of presentation. Online, all course materials are available in alternative learning formats, exams are open-book, and there is one major and two minor writing assignments, one of which is a student critical reflection on their own social identity.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): The cost of the Perry text is \$125, Good's (2023) optional book is \$23.00, and Maynard's optional book is \$25.00.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 311                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Diversity, Crime, and Criminal Justice in Canada<br><b>Course Short Title:</b> Diversity & Crime in Canada                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the social construction of difference and select identity groups' perceptions and experiences of inequity and injustice in interacting with Canadian laws and the criminal justice system, with a focus on local Indigenous Peoples. Explores options for social change and social justice.                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM.<br>Note: As of September 2026, prerequisites will change to 45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 200-level CRIM.                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Explain the role of dominant identity groups and how they have exercised their power and privilege to socially construct difference in ways that marginalize and oppress othered groups.
2. Utilize key concepts related to equity, diversity, inclusion, access, Indigenization, and decolonization in the analysis and critique of Canadian law and the criminal justice system.
3. Articulate the main prohibited grounds of discrimination in Canada based on international and Canadian human rights frameworks.
4. Assess diverse types of evidence and scholarship to explain select identity groups' perceptions and experiences of inequity and injustice as victims, criminalized people, criminal justice providers.
5. Debate various perspectives to reach informed positions about current, complex, and contested diversity issues in Canada.
6. Evaluate the main data and research gaps on diversity, equity, and inclusion and the Canadian criminal justice system.
7. Develop innovative reforms within and outside of the criminal justice system to ensure greater equity and social justice for all people in Canada.

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

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

**Details:** Assignments may include term papers, critical analysis thought papers, self-reflective critical analysis exercises, knowledge mobilization projects, debates, and presentations.

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

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

Lectures, discussions, presentations, and guest lecturers.

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

| Type                                                            | Author or description                                                  | Title and publication/access details                                                                                                                                                               | Year |
|-----------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook (required)                                          | Perry, Barbara (ed).                                                   | Diversity, Crime, and Justice in Canada (third edition) / Oxford University Press                                                                                                                  | 2022 |
| 2. Indigenous knowledge & online resource (required)            | United Nations General Assembly                                        | United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP): resolution / adopted by the General Assembly, 2 October 2007, A/RES/61/295, available online.                             | 2007 |
| 3. Indigenous knowledge (recommended co-text)                   | Good, M.                                                               | Truth Telling: Seven Conversations about Indigenous Life in Canada. Harper Collins Publishers Limited.                                                                                             | 2023 |
| 4. Textbook (recommended co-text)                               | Maynard, R.                                                            | Policing Black Lives: State Violence in Canada from Slavery to the Present. Fernwood Publishing.                                                                                                   | 2017 |
| 5. Indigenous knowledge & online resource (recommended co-text) | National Inquiry into Missing and Murdered Indigenous Women and Girls. | Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, The National Inquiry, available online.                                 | 2019 |
| 5. Indigenous knowledge                                         | Truth and Reconciliation Commission of Canada.                         | Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada, Truth and Reconciliation Commission of Canada, available online. | 2015 |
| 6. Online resource                                              | Owusu-Bempah, A. and Z. Jones.                                         | A Roadmap for Transformative Change: Canada's Black Justice Strategy. Department of Justice Canada, available online.                                                                              | 2024 |

## Course Content and Topics

- Conceptualizing diversity, in/equality, and in/justice
- Review and application of key concepts related to equity, diversity, inclusion, access, Indigenization, and decolonization (e.g., intersectionality, hierarchies of privilege and oppression, stereotyping, marginalization, and racialization)
- The social construction of difference
- Indigenous peoples, settler colonialism, and criminal in/justice
- Chinese and Japanese Canadians and criminal in/justice
- Black Canadians and criminal in/justice
- South Asian Canadians and criminal in/justice
- Canadian Muslims and criminal in/justice
- Canadians with disabilities and criminal in/justice
- Canadian women and criminal in/justice
- Sexually and gender diverse Canadians and criminal in/justice
- Options for social and social justice
- Other optional topics include aging imprisoned adults and/or justice-involved youth

**Memo for Course Changes**

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

From: Amanda McCormick, Associate Professor, School of Criminology and Criminal Justice

Kevin Burk, Assistant Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: April 23, 2025

**Subject: Proposal for revision of CRIM 320 (Quantitative Data Analysis)**

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

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

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

2. Rationale for change:

As part of its six-year review, the title, calendar description, learning outcomes, and texts and resource materials have been updated to better reflect how the course is structured and the knowledge and skills that are attained. The pre-requisites have been revised to ensure that students are prepared for success. The six additional credits are focused on 200-level CRIM courses to ensure that students have appropriate foundational knowledge. The required grade in STAT 104, STAT 106, or PSYC 110 has been lowered to facilitate accessibility and based on experience over the past several years that students can be successful in this course with a minimum C- grade.

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

The learning outcomes have been updated to better reflect the knowledge and skills that students attain and to integrate Indigenization. These revised learning outcomes continue to align with our program learning outcomes and the following institutional learning outcomes: apply knowledge and competencies proficiently, and communicate effectively.

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

5. Which program areas have been consulted about the change(s)? 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 \(UNDRIP\)](#).  
A course learning outcome has been added that examines the role of quantitative statistics in research conclusions about racialized and marginalized groups. In addition, instructors will use diverse examples that focus on research with and about Indigenous Peoples. For example, when learning about each type of statistical test, several examples are reviewed to illustrate when the use of these tests are appropriate and these examples will be diverse, such as the over-incarceration of Indigenous Peoples, and the over- and under-policing efforts towards racialized and marginalized groups (Note. This level of detail is not provided in the official course outline, as it will vary by instructor and change as new research studies are published). Lastly, as noted in the Course Content and Topics, there will be discussion about the impact of quantitative statistics in analyzing research involving racialized and marginalized groups, such as the factors that lead to (in)appropriate conclusions and the importance of balancing quantitative statistics with other types of data.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
In addition to a new learning outcome that examines the role of quantitative statistics in research conclusions about racialized and marginalized groups, an additional resource has been added that focuses on issues of equity, diversity, and inclusion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$55 to \$160. An individual subscription for IBM SPSS Statistics is approximately \$150 (Note. This software program is accessible to students on UFV lab computers).

**CWC comment and response:**

- Since the current prerequisites require a C in one of the statistics courses, is there evidence to support the rationale that students with a C- can be successful? Has this prerequisite regularly been waived?

*We've only been systematically documenting this pre-requisite waiver request since Fall 2020. Between Fall 2020 and Fall 2024, there have been 9 requests from students and most of these students made the request after attempting the pre-requisite twice. Of these requests, only one was denied and the remaining students who were approved for the pre-requisite waiver passed the course without the required C grade.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 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> CRIM 320                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Quantitative Data Analysis<br><b>Course Short Title:</b> Quantitative Data Analysis                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines quantitative research methods and data analyses commonly used in criminal justice. The concepts underlying statistical tests will be discussed and statistical programs will be used to analyze and interpret data.                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Bachelor of Arts (Criminal Justice) and 45 university-level credits including CRIM 220, 6 additional credits of 100- or 200-level CRIM, and one of (STAT 104, STAT 106, or PSYC 110).<br><br>Note: As of September 2026, prerequisites will change to admission to the Bachelor of Arts (Criminal Justice) and 45 university-level credits including CRIM 220, 6 additional credits of 200-level CRIM, and one of (STAT 104, STAT 106, or PSYC 110).                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Cross-listed with:<br><br>Equivalent course(s):<br><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> ) |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>30</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                        | 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>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 13, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Apply the logic of scientific enquiry to statistical testing of hypotheses.
2. Empirically measure theoretical concepts through the use of multiple indicators and creation of composites/indexes.
3. Assess statistical analyses and findings of criminological or criminal justice issues.
4. Evaluate the strengths and weaknesses of quantitative statistical techniques.
5. Use SPSS or other statistical programs to work with data.
6. Statistically analyze data to answer quantitative research hypotheses.
7. Articulate the strengths and limitations of quantitative approaches in addressing research involving racialized and marginalized groups.

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

|                        |     |             |     |              |     |
|------------------------|-----|-------------|-----|--------------|-----|
| Quizzes/tests/midterm: | 25% | Final exam: | 30% | Assignments: | 45% |
|                        | %   |             | %   |              | %   |

**Details:**

Assignments may include analyzing survey data, reporting and interpreting statistical tests, infographics, and brief reports.

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

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

Lectures and computer labs

**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        | Babbie, E.R., Wagner, W.E., & Zaino, J.S.  | Adventures in Social Research: Data Analysis Using IBM SPSS Statistics (Sage Publications, Inc.) | 2022 |
| 2. Textbook        | Noack, A.M.                                | Social Statistics in Action: A Canadian Introduction (Oxford University Press)                   | 2018 |
| 3. Online resource | BC Office of the Human Rights Commissioner | Disaggregated Demographic Data Collection in British Columbia: The Grandmother Perspective       | 2020 |
| 4.                 |                                            |                                                                                                  |      |
| 5.                 |                                            |                                                                                                  |      |

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

Statistical software subscription (e.g., SPSS), which is typically provided on UFV computers

**Course Content and Topics**

- Overview of quantitative research
- Introduction to SPSS software
- Creating a database
- Descriptive statistics
- Normal distribution and standard scores
- Probability theory and hypothesis testing
- Recoding data
- Chi-square
- t-Test
- ANOVA
- Correlation
- Multiple Regression
- Ethical issues in the use of quantitative data
- Impact of quantitative statistics in analyzing research involving racialized and marginalized groups

**Memo for Course Changes**

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

From: Stanislav Vysotsky, Associate Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: June 2, 2025

**Subject: Proposal for revision of CRIM 321 (Qualitative Research Methods)**

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

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

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

2. Rationale for change: As part of its six-year review, the texts and resource materials have been updated to reflect current textbooks in the field. Similarly, the evaluation methods have been revised to better align with the learning outcomes of the course. The pre-requisites have been revised to ensure that students are prepared for success. The six additional credits are focused on 200-level CRIM courses to ensure that students have appropriate foundational knowledge.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): There have been no changes to the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? 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 \(UNDRIP\)](#). Consistent with UFV's Fulfilling Our Commitment to Aboriginal Peoples policy, the content of this course is designed to "develop respectful and ethical educational, service and research protocols

and guidelines for addressing Aboriginal knowledge systems, language and culture" (paragraph 2). The course content stresses the importance of respectful and ethical research practices with Indigenous peoples and communities. Students learn of the history of settler-colonial exploitation of Indigenous people in the social sciences and the strategies and methods contemporary researchers can employ to work with Indigenous communities in a manner that is beneficial and respectful to 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 topics consistently discuss the role of qualitative methodology in challenging the "hierarchy of credibility" within academia. The content provided discusses the ways in which qualitative methodology can be used as a tool to give voice to historically marginalized people with a focus on feminist, anti-racist, and Indigenous perspectives within the social sciences.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$50 to \$190.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 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> CRIM 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the foundations of research and the qualitative methods and techniques most commonly used in criminology. Involves critical analysis of methods, consideration of ethics, and the design and completion of a qualitative research project.                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Admission to the Bachelor of Arts (Criminal Justice) and 45 university-level credits including CRIM 220 and 6 additional credits of 100- or 200-level CRIM.<br>Note: As of September 2026, prerequisites will change to admission to the Bachelor of Arts (Criminal Justice) and 45 university-level credits including CRIM 220 and 6 additional credits of 200-level CRIM.                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Supervised laboratory hours (computer lab) | 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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 24, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

CRIM 321

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Discuss the theoretical foundations of qualitative research in criminology and criminal justice.
2. Evaluate various qualitative research methods used in criminology and criminal justice.
3. Apply qualitative research methods used in criminology and criminal justice.
4. Assess critically the historical and contemporary issues relative to conducting research with Indigenous populations.
5. Respond to ethical concerns in qualitative research.
6. Critically review qualitative research methods.
7. Conduct a qualitative research project.

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

|          |     |              |     |                        |     |
|----------|-----|--------------|-----|------------------------|-----|
| Project: | 35% | Assignments: | 55% | Quizzes/tests/midterm: | 10% |
|          | %   |              | %   |                        | %   |

**Details:**

Assignments may include literature reviews, project proposals, ethics training/workshop, 10% class discussion and participation (e.g., online analytical discussion posts, in-class group discussions), and presentations.

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

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

Lectures and labs

**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 | van den Hoonaard, D.K., & van den Scott, L.-J.K. | Qualitative Research in Action: A Canadian Primer (Oxford University Press)                  | 2022 |
| 2. Textbook | Creswell, J.W., & Poth, C.N.                     | Qualitative Inquiry and Research Design: Choosing Among Five Approaches (Sage Publications)  | 2024 |
| 3. Textbook | Hennink, M., Hutter, I., & Bailey, A.            | Qualitative Research Methods (Sage)                                                          | 2020 |
| 4. Textbook | Kovach, Margaret                                 | Indigenous Methodologies: Characteristics, Conversations and Context (University of Toronto) | 2021 |
| 5. Textbook | Flick, U.                                        | An Introduction to Qualitative Research (Sage)                                               | 2023 |

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

None

**Course Content and Topics**

- Theoretical foundations of qualitative research and research design
- Bridging theory and data; objectives of qualitative research
- Research ethics
- Sampling and recruitment; interactive methods
- Qualitative surveys and interviews; focus groups
- Unobtrusive and archival research
- Content analysis
- Observation and ethnography; participatory approaches
- Case study analysis
- Research with Indigenous populations
- Analyzing qualitative data and writing up qualitative studies

**Memo for Course Changes**

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

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

Date: February 10, 2025

**Subject: Proposal for revision of CRIM 330 (Criminal Procedure and Evidence)**

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

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

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

2. Rationale for change:

As part of its six-year review, one additional learning outcome has been added to facilitate Indigenizing of curriculum. The change to the pre-requisite from CRIM 103 (Introduction to the Canadian Criminal Justice System) to CRIM 135 (Introduction to Canadian Law and Legal Institutions) is to better prepare students for this third-year course. Our School developed CRIM 135 in Fall 2018, so it was not available as a pre-requisite when this course was developed. CRIM 135 provides an overview of Canadian law, which is a more appropriate foundational course than CRIM 103, which only touches on the Canadian legal system for a few weeks in the course. The texts and resource materials have been revised to include updated textbooks and sources.

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

The learning outcomes have not been substantially changed. A new learning outcome has been included to address Indigenization. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; and understand the history, current trends, and reforms in criminology, law, and/or criminal justice. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently and examine critically and holistically.

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

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

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
Throughout the course, instructors discuss the effects of criminal justice system policies and practices on marginalized and racialized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably. For example, the term paper is scaffolded with an earlier assignment that requires an outline. In addition, students have a choice in their selection of a legal case as part of a case study analysis.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$89 to \$210.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2031  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 330                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Criminal Procedure and Evidence<br><b>Course Short Title:</b> Criminal Procedure & Evidence                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the progression of criminal cases through the court system. Topics include jurisdiction, search and seizure, arrest, judicial interim release, the determination of admissibility of evidence, and the impact of the Charter of Rights and Freedoms on criminal procedure and evidence with respect to racialized and marginalized groups.                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits including (CRIM 103 or CRIM 135), CRIM 230, and 3 additional credits of 100- or 200-level CRIM.<br>Note: As of September 2026, prerequisites will change to 45 university-level credits including CRIM 135, CRIM 230, and 3 additional credits of 100- or 200-level CRIM.                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: NONE<br>Cross-listed with: NONE<br>Equivalent course(s): NONE<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> February 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Explain the major elements of criminal procedure and evidence at the pre-trial, trial and post-trial stages of the criminal process.
2. Describe the inter-relationship between the principles of the Charter of Rights and Freedoms and rules of criminal procedure and evidence.
3. Evaluate how criminal procedure and evidence policies and practices impact Indigenous Peoples and other racialized and marginalized groups.
4. Apply the legal principles learned to specific factual situations.
5. Articulate a reasoned position regarding the desired balance between effective criminal procedural rules and individual rights and liberties.

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

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

## Details:

Assignments may include term papers, a case study analysis, in-class participation or exercises, and presentations.

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

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

Lectures and class discussions

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

| Type        | Author or description | Title and publication/access details                                                                                                                                                                                   | Year |
|-------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Stuart and Quigley    | Learning Canadian Criminal Procedure                                                                                                                                                                                   | 2022 |
| 2. Other    |                       | Criminal Code of Canada                                                                                                                                                                                                | 2015 |
| 3. Textbook | Nowlin and Love       | An Introduction to Canadian Criminal Procedure and Evidence                                                                                                                                                            |      |
| 4. Textbook | Milward and Rudin     | Indigenous Law and Canadian Criminal Justice (Chapter 1: Indigenous Peoples and Justice in Canada: A Legal and Historical Overview; Chapter 5: The Courts and Key Cases; Chapter 11: Indigenous Law and Justice Today) | 2025 |
| 5.          |                       |                                                                                                                                                                                                                        |      |

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

## Course Content and Topics

- Jurisdiction
- Search and seizure
- Arrest and judicial interim release
- Criminal evidence
- Pre-trial process / adversarial system
- Trial process
- Jury trials
- Sentencing and appeals
- Legal overview of Indigenous Peoples and justice in Canada
- Indigenous law
- Impact of policies and procedures on Indigenous Peoples, other racialized groups, and marginalized and vulnerable groups

**Memo for Course Changes**

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

From: Mark Kersten, Assistant Professor, School of Criminology and Criminal Justice

Zina Lee, Director, School of Criminology and Criminal Justice

Date: April 24, 2025

**Subject: Proposal for revision of CRIM 335 (Human Rights in Canada and the World)**

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

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

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

2. Rationale for change:

As part of its six-year review, the title, learning outcomes, and texts and resource materials have been updated to reflect current and relevant discourse in this area, as well as to highlight the importance of Indigenous Peoples in understanding these issues. The evaluation methods have been updated to better reflect the diversity of assessments used. The pre-requisites have been revised to remove the requirement of two lower-level courses, as it was felt these foundational courses are not necessary to succeed in this course.

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

There have been no changes to the learning outcomes. The minor edits are to update the language to better reflect what students will attain in the course.

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

The focus of this course is on human rights and the title has been revised to highlight the importance of considering Indigenous Peoples. In addition, course content integrates Indigenous issues and the readings are diverse, reflecting readings intended to facilitate Indigenization and reconciliation.

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

The course readings provide a range of sources that are accessible to students, such as online resources and videos. In addition, the course content is diverse in the types of issues and challenges that are discussed with respect to Indigenous Peoples and other marginalized groups. Finally, the approach and assessment methods are structured in such a way that students have the opportunity to focus on areas that are of interest to them and highlight their expertise as part of their final term paper.

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): August 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> CRIM 335                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Human Rights in Canada and the World                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Human Rights in Canada & World                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the historical, legal, and political nature of human rights in Canada and internationally, emphasizing key tensions in the theory and practice of justice and human rights. Considers the role of justice systems in protecting and denying civil, political, and equality rights and rights of redress, especially for vulnerable groups.                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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 13, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 9, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> August 28, 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. Appraise the role of justice institutions in upholding, promoting, protecting, as well as denying human rights to individuals involved in the criminal justice system.
2. Describe the historical and political development of human rights and Canada's impact on human rights laws and norms.
3. Discuss the international legal framework for human rights protection and its relevance for the Canadian criminal justice system, especially the United Nations Declaration on the Rights of Indigenous Peoples, and international standards and norms related to crime prevention and criminal justice.
4. Analyze the domestic legal framework for human rights protection and its relevance for the Canadian criminal justice system, with reference to the Canadian Charter of Rights and Freedoms, and federal and provincial human rights laws.
5. Evaluate violations of human rights, especially those pertaining to crime prevention and criminal justice, and how individuals whose rights have been violated have sought redress via domestic and international human rights bodies and mechanisms.
6. Articulate how specific populations, especially Indigenous people, may be more likely to experience human rights violations necessitating enhanced protection measures or special considerations.
7. Critique emerging issues and challenges in relation to justice and human rights and how they may be addressed.

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

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

**Details:**

Assignments may include term papers, presentations, and 10% in-class participation (e.g., individual class contributions, small group exercises).

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

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

Lectures and guest lecturers.

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

| Type               | Author or description                                                                                                                               | Title and publication/access details                                                                                                         | Year |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Article         | Kenneth, C.                                                                                                                                         | The Recent History of Human Rights. American Historical Review, 109(1), 117-135.                                                             | 2004 |
| 2. Book            | DiGiacomo, G.                                                                                                                                       | Human Rights: Current Issues and Controversies (Chapter 1: The Evolution of Human Rights Protection in Canada) (University of Toronto Press) | 2016 |
| 3. Online resource | United Nations                                                                                                                                      | UN Declaration on the Rights of Indigenous Peoples (United Nations)                                                                          | 2007 |
| 4. Article         | Jackman, M.                                                                                                                                         | One Step Forward and Two Steps Back: Poverty, the Charter and the Legacy of Gosselin. National Journal of Constitutional Law, 39, 85-121.    | 2019 |
| 5. Online resource | Office of the Independent Special Interlocutor for Missing Children and Unmarked Graves and Burial Sites Associated with Indian Residential Schools | Chapter 5: Settler Amnesty and the Culture of Impunity in Canada                                                                             | 2024 |

**Course Content and Topics**

- What are human rights?
- Introduction to human rights, definitions, and principles of equality
- Overview of existing international legal frameworks, including the Universal Declaration of Human Rights
- A Canadian history of human rights, including the Charter of Rights and Freedoms
- Sovereignty and universality versus cultural relativism
- Violations of human rights and human rights bodies, and mechanisms for redress
- Law, rights, and poverty
- Migrant rights, moving violations, and human rights
- Human rights and gender
- Indigenous Peoples, Turtle Island, and human rights
- Human rights and the criminal justice system
- Limits, negotiation, backlash, and the future of human rights

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|     | <u>Type*</u>    | <u>Author or description</u>                                          | <u>Title and publication/access details</u>                                                                                                 | <u>Year</u> |
|-----|-----------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1.  | Online resource | Dickson, C. (CBC)                                                     | Advocates call for public health, human rights-focused approach to DTES decampment                                                          | 2022        |
| 2.  | Online resource | Manitoba Human Rights Commission                                      | A human rights based approach to the COVID-19 pandemic – Principles and Actions                                                             |             |
| 3.  | Legislation     |                                                                       | Canadian Charter of Rights and Freedoms                                                                                                     | 1982        |
| 4.  | Textbook        | Shelton, D.                                                           | Remedies in International Human Rights Law (Chapter: The Conceptual Framework: Meanings and Purposes of Remedies) (Oxford University Press) | 2015        |
| 5.  | Online resource | Toronto Star Editorial                                                | Rethinking immigration detentions                                                                                                           | 2022        |
| 6.  | Article         | Voss, M.J.                                                            | Contesting sexual orientation and gender identity at the UN Human Rights Council. Human Rights Review, 19(1), 1-22.                         | 2018        |
| 7.  | Online resource | Ka'nhehsio Deer (CBC)                                                 | Pope says genocide took place at Canada's residential schools                                                                               | 2022        |
| 8.  | Online resource | National Inquiry into Missing and Murdered Indigenous Women and Girls | A Legal Analysis of Genocide: Supplementary Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls             |             |
| 9.  | Online resource | Bezzina, A., et al.                                                   | Advancing justice: Human rights, poverty, racism, and Canada's criminal justice system (Maytree)                                            | 2021        |
| 10. | Online resource | Amnesty International                                                 | The human rights wins of 2024                                                                                                               | 2024        |
| 11. |                 |                                                                       |                                                                                                                                             |             |
| 12. |                 |                                                                       |                                                                                                                                             |             |
| 13. |                 |                                                                       |                                                                                                                                             |             |
| 14. |                 |                                                                       |                                                                                                                                             |             |
| 15. |                 |                                                                       |                                                                                                                                             |             |
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| 19. |                 |                                                                       |                                                                                                                                             |             |
| 20. |                 |                                                                       |                                                                                                                                             |             |
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| 24. |                 |                                                                       |                                                                                                                                             |             |
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| 26. |                 |                                                                       |                                                                                                                                             |             |
| 27. |                 |                                                                       |                                                                                                                                             |             |
| 28. |                 |                                                                       |                                                                                                                                             |             |
| 29. |                 |                                                                       |                                                                                                                                             |             |
| 30. |                 |                                                                       |                                                                                                                                             |             |

\*Type: Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

**Memo for Course Changes**

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

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

Date: February 10, 2025

**Subject: Proposal for revision of CRIM 339**

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

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

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

2. Rationale for change:

As part of its six-year review, one additional learning outcome has been added to facilitate issues related to Indigenization and equity, diversity, and inclusion. A minor change has been made to the pre-requisites to specify that the 3 additional credits within the 45 credits must be from a 200-level CRIM course. This change is to ensure that students are better prepared for this third-year course by having at least one 200-level course completed that provides foundational knowledge in criminology and criminal justice. The texts and resource materials have been revised to provide updated textbooks and sources.

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

The learning outcomes have not been substantially changed. A new learning outcome has been included to address Indigenization and equity, diversity, and inclusion. These learning outcomes continue to align with the School's following program learning outcomes: understand the major concepts, theoretical perspectives, and public policy responses in criminology, law, and/or criminal justice; possess the knowledge and skills necessary for employment in and out of the criminal justice system; and possess the knowledge and skills to act ethically and equitably. These learning outcomes also continue to align with the following institutional learning outcomes: apply knowledge and competencies proficiently; engage in reflection for action; and lead collaboratively.

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

In addition to including a specific learning outcome, this is addressed by including relevant course content. For example, students are expected to critically evaluate professional ethics and codes of conduct for their impacts on Indigenous Peoples and other racialized and marginalized groups.

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

Throughout the course, instructors discuss the effects of policies, codes of conduct, and practices on marginalized and racialized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably. For example, case examples are discussed in class and alternatives to online synchronous sessions are provided to students to engage with and participate in content.

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

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Textbook costs range from \$75 to \$130.

**CWC comment and response:**

- Learning outcomes include morals and moral theories, but these are not mentioned in the calendar description and appear to have been removed from the course content. Please clarify how personal morals and professional ethics relate to each other, and how this is represented in the calendar description and learning outcomes.

*Morals and moral theories are captured under the broad area of dominant theoretical perspectives (which is noted in the calendar description) and are captured under the section of theoretical approaches to ethical decision-making (which is noted in the course content and topics).*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2005  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CRIM 339                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Ethics in Criminal Justice<br><b>Course Short Title:</b> Professional Ethics                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Criminology and Criminal Justice                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines professional ethics in the criminal justice system, with a special focus on law enforcement. Key subject areas include ethics education, dominant theoretical approaches, development of professional ethics, ethical leadership, and ethics with respect to racialized and marginalized groups.                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM.<br>Note: As of September 2026, prerequisites will change to 45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 200-level CRIM.                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (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> February 5, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> August 28, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

1. Analyze ethical issues within criminal justice.
2. Engage in critical thinking and informed moral debate about ethical issues in criminal justice.
3. Conduct a comparative analysis of moral theories.
4. Discuss professional ethics and codes of conduct.
5. Articulate gaps and recommendations in professional ethics and codes of conduct with respect to racialized and marginalized groups.
6. Apply decision-making models and related codes of conduct to resolve practice-based dilemmas and problems.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 30% | Quizzes/tests: | 30% | Assignments: | 40% |
|             | %   |                | %   |              | %   |

## Details:

Assignments may include research term papers, case studies and analyses, in-class writing assignments, online discussion posts, critical self-reflections, and presentations.

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

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

Lecture, group work, debate, written work, and individual study.

**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 | Evans, D.R. and MacMillan, C.S.                         | Ethical reasoning in criminal justice and public safety, 4th edition (Emond Montgomery Publications) | 2014 |
| 2. Textbook | Rachels, J and Rachels, S.                              | The elements of moral philosophy, 10th edition (McGraw Hill)                                         | 2023 |
| 3. Textbook | Perez, D.W, Moore, J.A., and Volk, R.                   | Police ethics: Matter of Character (Vital Source)                                                    | 2013 |
| 4. Textbook | Barenthin, G., Dhanota, A., LePard, D., and Skrypka, P. | Ethics in criminal justice and public safety, 5th edition (Emond Publishing)                         | 2022 |
| 5.          |                                                         |                                                                                                      |      |

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

## Course Content and Topics

- Ethics and universal values
- Critical thinking and ethical reasoning
- Theoretical approaches to ethical decision-making
- Frameworks for ethical decision-making
- Professional code of ethics
- Equity, diversity, and inclusion issues in professional ethics and codes of conduct
- Authority, discretion, and use of force in policing, corrections, and security
- Impacts of discretion and use of force on Indigenous Peoples and other racialized and marginalized groups
- Public safety corruption
- Roles and responsibilities of public safety officers
- Ethical issues for lawyers and judges
- Challenges to ethical living
- Ethical leadership

**Memo for Course Changes**

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

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

Date: March 13, 2025

**Subject: Discontinuation of CRIM 216 (Psychopathy in the Criminal Justice System)**

*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: We have not scheduled this course since Winter 2024 and will be unable to do so in the future as the faculty member qualified to teach the course is no longer with the School.

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

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

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

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

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

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

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

**Memo for Course Changes**

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

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

Date: March 13, 2025

**Subject: Discontinuation of CRIM 403 (Advanced Studies in Youth Crime and Justice)**

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

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

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

2. Rationale for change: We have not offered this course since its development because there has not been sufficient enrolment

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

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

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

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

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

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

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



## MEMO

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TO: Undergraduate Education Committee  
FROM: Lara Duke, Dean, Faculty of Health Sciences  
DATE: 29 April 2025  
RE: Discontinue courses: KIN 220 c, d, e, f and KIN 370

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On April 11, 2025 an electronic vote was conducted and approved in accordance with article 4.3 of the [Faculty Council Terms of Reference](#).

Motion:

The motion before Faculty Council is to discontinue courses: KIN 220 c, d, e, f and KIN 370, as presented.

\*Please see the attached memo for a summary of the discontinuation.

**Memo for Course Changes**

To: UEC

From: School of Kinesiology, Faculty of Health Science – Curriculum Chair, Amber Johnston KIN CC, FHSCC.

Date: March 21, 2025 (School of Kinesiology Meeting), March 28<sup>th</sup> (Faculty of Health Science Faculty Council Meeting)

**Subject: Discontinuation of KIN 220 c,d,e,f, and KIN 370**

*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:

**Discontinuation of the KIN 220s** – through our 2017/2018 Kinesiology program review there was extensive course outline updates and revisions approved, majority of the relevant content from these courses was moved into new courses (approved 2018-) that met the entrance/transfer requirements for pedagogy and teacher education related programs. Students cannot take both the previous (220's) or new existing courses for credit and are no longer required/offered thus should be removed from the calendar effective immediately. Relevant content has been moved into new courses that are current in their offerings.

KIN 220c – Teaching Swimming & Track and Field

KIN 220d – Teaching Basketball and Volleyball

KIN 220e – Teaching Gymnastics and Dance

KIN 220f – Traditional Chinese Movement

**Discontinuation of KIN 370** - through our 2017/2018 program revisions and prefix change (KPE to KIN) the content for this course was moved into KIN 272 and KIN 370 is no longer needed.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)?NA
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). NA
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? NA
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): NA

**CWC comment for KIN 370 discontinuation:**

- KIN 370 is included as an alternative to KIN 272 in the Biology major Pre-Medicine/Pre-Veterinary concentration. Given the history of this specific course, Pre-Check recommends removing this from the program when this comes to UEC unless there are objections from Kinesiology, Biology, or Science Faculty Council.

**Biology major**

**Pre-Medicine/Pre-Veterinary concentration**

The Pre-Medicine/Pre-Veterinary concentration requires completion of the following courses as part of a Biology major or Biology Honours program:

| Course               | Title                                                                                                                                                                      | Credits |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BIO 309              | Microbiology I                                                                                                                                                             | 4       |
| BIO 320/<br>BIOC 320 | Biochemistry                                                                                                                                                               | 3       |
| CHEM 214             | Organic Chemistry II                                                                                                                                                       | 4       |
| Plus:                | Any two ENGL courses numbered 105 or higher                                                                                                                                | 6       |
| <b>Four of:</b>      |                                                                                                                                                                            | 12–18   |
| BIO 305              | Structural and Functional Anatomy of Vertebrates                                                                                                                           |         |
| BIO 306              | Vertebrate Organ Systems                                                                                                                                                   |         |
| BIO 312              | Developmental Biology                                                                                                                                                      |         |
| BIO 350              | Medical Genetics                                                                                                                                                           |         |
| BIO 383              | Human Physiology                                                                                                                                                           |         |
| BIO 385              | Neurobiology                                                                                                                                                               |         |
| BIO 415              | Cancer Biology                                                                                                                                                             |         |
| BIO 425              | Introductory Medical Microbiology                                                                                                                                          |         |
| BIO 448              | Immunology                                                                                                                                                                 |         |
| KIN 215              | Introduction to Biomechanics                                                                                                                                               |         |
| KIN 270              | Human Physiology I                                                                                                                                                         |         |
| KIN 272              | Human Physiology II <del>(see Note)</del>                                                                                                                                  |         |
| <del>KIN 370</del>   | <del>Human Physiology II (see Note)</del>                                                                                                                                  |         |
| Plus:                | BIO special topics course or directed studies course designed for credit under the Pre-Medicine/Pre-Veterinary concentration (contact the department for more information) |         |

~~Note: Students may only receive credit for one of KIN 272 or KIN 370.~~

# MEMO

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**To:** Undergraduate Education Committee

**From:** Joy Enyinnaya, Vice Chair, Senate Teaching and Learning

**Date:** 2025-08-20

**Subject:** Definition of Holistic Assessment

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The definition of holistic assessment presented here was developed by the STLC Working Group through a collaborative and consultative process. In shaping this definition, the group engaged in meaningful dialogue with teaching and learning specialists, including Claire Hays and Leane Joe, whose expertise provided critical insight and guidance.

It is grounded in a commitment to Indigenization, drawing on Stó:lō traditions and aligned with the laws of Stó:lō Temexw, while also being reflective of broader Indigenous ways and perspectives. The full definition is provided below for committee review and discussion.

## **Holistic Assessment Definition**

Holistic assessment is longitudinal, reflective, and emphasises the learning process. Holistic assessment integrates Indigenous conceptions of self as including spirit, heart, mind, and body into the learning experience for students. It provides students an opportunity to connect course concepts to their lived experiences, identities, and communities.

Holistic assessment takes place in the context of holistic teaching and learning opportunities (e.g., storytelling, land-based learning) in a classroom where the instructor has a critical and holistic understanding of their own ongoing learning processes. Learning occurs collaboratively, where students and the instructor are able to create meaning together in a way that respects individual and diverse lived experiences. Students are assessed consistently with the ways they have engaged in learning and how they are able to move beyond their own learning to share with others (e.g., jigsaw, mentorship).

This definition of holistic assessment was written by UFV faculty to capture our intentions to follow Stó:lō traditions that are aligned with the laws of Stó:lō Temexw. It could be reflective of other Indigenous ways and perspectives as well. We invite others to take up this approach as an entry point to their own work with holistic assessment.

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We would appreciate feedback on this definition.



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

- 2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
- 4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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- 1. Review Senate Governance Committee requests for policy reviews.
- 2. Consult with relevant stakeholders where necessary.
- 3. Work with the Secretariat to draft policy revisions.
- 4. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
- 5. Identify policies in need of revision and propose policy reviews when appropriate.
- 6. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- University Secretary (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One PDQA representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC PRE-CHECK SUBCOMMITTEE**

### **MANDATE**

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The mandate of the Pre-Check Subcommittee of the Undergraduate Education Committee (UEC) is to assist curriculum change proponents in achieving a smooth approval process for curriculum change packages. The committee checks that submissions to UEC are complete, that they adhere to institutional policies and guidelines, and that consultation has occurred where needed. The subcommittee will also flag any potential questions that may arise at Campus-Wide Consultation (CWC) or UEC related to the curriculum proposal. The Pre-Check Subcommittee will, at the request of proponents, provide guidance and examples to support revisions to curriculum packages.

### **RESPONSIBILITIES**

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1. Review all course and program proposals for clarity, completeness, and adherence to procedures, including Policy 21 Undergraduate Course and Program Approval and the Guidelines for Curriculum Quality.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

### **PROCEDURES**

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1. Review all course and program proposals according to the Responsibilities.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Proponents may request further information or an in-person meeting to discuss any feedback received. Revised proposals are to be resubmitted to Faculty Council and then the UEC Pre-Check Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Pre-Check Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Pre-Check Subcommittee, they will be posted to CWC.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2023



## **UEC PRE-CHECK SUBCOMMITTEE**

### **COMPOSITION**

---

The UEC Pre-Check Subcommittee is composed of members with a variety of areas of expertise and each is required to review submissions from their area of specialization.

#### **Membership**

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor
- CFO/SBC representative
- PDQA representative

\* Two-year term, renewable.

### **APPENDICES**

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Membership roles infographic

Implementation date: September 2023



# UEC PRE-CHECK

## Membership & Responsibilities

**MANDATE**

Pre-Check is designed to help make the curriculum approval process easier by checking packages for completeness, addressing any important questions, and providing resources to support revisions. This infographic explains the roles of committee members.

**UEC CHAIR AND FACULTY MEMBER**

Course and program outcomes, responses to Indigenization and EDI questions, adherence to policies and Guidelines for Curriculum Quality.



**REGISTRAR**

Prerequisites, admissions, potential issues with Banner and DegreeAudit, institutional policies, registration processes.

**UEC ASSISTANT**

Calendar copy and editing, consultation with relevant areas, correct procedures and use of forms and templates.



**UEC ADVISOR**

Prerequisites, admissions requirements, calendar copy, consultation with appropriate areas.

**CFO/SBC REPRESENTATIVE**

Budget implications, consultation with deans and other Senate subcommittees.



**PDQA REPRESENTATIVE**

DQAB standards for new program proposals, external approval considerations, UFV program approval policies and processes..



## **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 the Admission policy (80).
- 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 subcommittee.
- Decisions may be made in a formal meeting, virtual or in-person. Where a meeting is not possible or practical, an email vote is permissible. For email votes, members will have a minimum of five business days to respond. If quorum is not available, or the 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 simple majority of those voting.
- Quorum is four (4) voting members.

#### **Reporting**

- The UEC Committee Assistant will provide administrative support and retain a record of all decisions made.
- The Chair will make regular reports to UEC.

### **COMPOSITION**

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#### **Membership**

- Associate Registrar, Admissions and Recruitment (Ex-officio)
- University Registrar or designate
- Two UEC members from the faculty complement
- One from International Education
- One Associate Dean

- Two additional members, including at least one Academic or Program Advisor. These may be from within, or outside, UEC.
- The Manager of Admissions will be a resource (non-voting) to the subcommittee.

**Chair**

- The Associate Registrar Admissions and Recruitment will be the Executive Secretary.
- The UECAS will determine a Chair each September. The Executive Secretary will serve as the Vice-Chair.



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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

#### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.



**Annual Report to Senate  
Undergraduate Education Committee  
2024/25**

The Undergraduate Education Committee (UEC) has the responsibility to advise Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

UEC has primarily held face-to-face meetings throughout this academic year with the option for members to connect remotely if they were unable to attend in person. The hybrid model that encourages in-person attendance of most committee members and virtual attendance for guests has continued to enable a full discussion of the curriculum-related issues that arise while still respecting the time and travel requirements of guests and committee members who need more flexibility.

In addition to the August retreat, meetings are scheduled monthly from September to June. Depending on the number of documents submitted for consideration, UEC is often able to cancel meetings for lack of agenda items in either November or December and either May or June, or hold a shorter online-only meeting. The highest volume is typically between January and March, leading up to the annual Academic Calendar deadlines.

UEC members have shown great commitment in undertaking their work. Agenda packages this year have continued to be larger overall than in some recent years, with the largest approaching 500 pages, and cover a multitude of program and course changes along with other curriculum-related items from multiple faculties.

### **Summary of Committee Work**

In the 2024/25 academic year, UEC reviewed and approved changes to more than 30 programs and more than 330 courses as part of the regular curriculum review process, an increase of workload over the previous year yet again. These approvals are summarized below.

Changes to program and/or admission requirements:

- Bachelor of Arts
- Bachelor of Arts (Criminal Justice)
- Bachelor of Arts in Global Development Studies
- Bachelor of Integrated Studies (discontinuation of Applied Management concentration)
- Bachelor of Regional and Community Planning
- Bachelor of Science in Nursing and LPN Access to BSN
- Bachelor of Social Work
- Associate of Science
- Criminal Justice diploma
- Theatre diploma
- Early Childhood Education certificate
- Health Care Assistant certificate
- Inclusive Education Assistant certificate (formerly Social Work and Community Support Worker certificate)
- Medical Office Assistant certificate
- Financial Analytics post-baccalaureate diploma (formerly Business Analytics post-baccalaureate diploma)
- Criminal Justice minor
- Geography Honours, major (including discontinuation of concentrations), and minor
- Graphic and Digital Design major

UEC Annual Report to Senate

2

- History major and extended minor
- Philosophy major and minor
- Sociology major: Research concentration
- Theatre major, extended minor, and minor
- Visual Arts major and minor

**New credentials:**

- Journalism minor
- Social Innovation certificate
- Artificial Intelligence and Machine Learning post-baccalaureate diploma
- Cybersecurity post-baccalaureate diploma
- Software Engineering post-baccalaureate diploma
- Intercultural Essentials associate certificate (pending implementation)
- Medical Laboratory Assistant certificate (pending final approval)

Since the last annual report in May 2024, UEC has received 337 course proposals including 235 major changes, 48 new courses, and 54 discontinued courses. Previous reports have noted that more courses have been discontinued than created in recent years,. This trend has continued, bringing the total since 2018/19 to 300 new courses and 337 discontinued courses.

|                             | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 6-year total |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|--------------|
| <b>New courses</b>          | 53      | 25      | 43      | 34      | 52      | 45      | 48      | 300          |
| <b>Discontinued courses</b> | 77      | 40      | 20      | 45      | 61      | 40      | 54      | 337          |

**Terms of Reference**

UEC's proposed recommendations for revisions to the Terms of Reference and membership were approved by Senate in the fall. No further changes are needed at this time.

**UEC Subcommittees**

**Standing subcommittees:**

- The Pre-Check Subcommittee typically meets every two weeks to review all items prior to CampusWide Consultation and UEC. This subcommittee also reviews all requests for new special topic course offerings.
- The Policy Subcommittee has discussed a policy on policies and a potential micro-credential policy, consulted on the Instructional Responsibilities policy (46), and actively worked on the following policies:
  - Subsequent and Concurrent Bachelor Degree policy (98)
  - Credentials policy (64)
  - Course Credits policy (105)
  - Field Placement policy (57)

- The Admissions Subcommittee is undergoing review with the goal of becoming more useful to the UFV community.
- The Transfer Credit Subcommittee meets as required to review transfer credit requests from institutions or programming not recognized under the Transfer Credit policy. Its terms of reference will be reviewed at the start of the 2025/26 academic year.

**Conclusion**

UEC has successfully supported the academic community in ensuring the UFV undergraduate curriculum meets the quality assurance standards agreed upon in UFV's Guidelines for Quality Curriculum and those set by the Degree Quality Assessment Board.

Report to Senate prepared by: Samantha Hannah (Chair), David Johnston (Vice-Chair), and Amanda Grimson, (Calendar Editor and UEC Assistant).

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2025-26



| AREA REPRESENTED                                                          | TERMS OF OFFICE          | MEMBER                                                     |
|---------------------------------------------------------------------------|--------------------------|------------------------------------------------------------|
| <b>Voting Members</b>                                                     |                          |                                                            |
| Executive Secretary, Registrar & AVP, Enrolment Management (or designate) | Ongoing                  | David Johnston, Office of the Registrar                    |
| <b>9 faculty members, at least 2 from Senate</b>                          |                          |                                                            |
| Faculty (senator)                                                         | 08-01-2024 to 07-31-2027 | Dana Landry, Faculty of Social Sciences (Senator) Chair    |
| Faculty (senator)                                                         | 08-01-2024 to 07-31-2027 | Joy Enyinnaya, Faculty of Humanities (Senator)             |
| Faculty of Applied & Technical Studies                                    | 08-01-2024 to 07-31-2027 | Vacancy                                                    |
| Faculty of Health Sciences                                                | 08-01-2024 to 07-31-2026 | Susan Stoneson                                             |
| Faculty of Business and Computing                                         | 08-01-2024 to 07-31-2026 | Donna Derksen                                              |
| Faculty of Education Community and Human Development                      | 08-01-2024 to 07-31-2026 | Thais Amorim                                               |
| Faculty of Science                                                        | 08-01-2025 to 07-31-2027 | Renee Prasad, Faculty of Science (Senator)                 |
| Faculty of Humanities                                                     | 08-01-2025 to 07-31-2027 | Samantha Hannah                                            |
| Faculty of Social Sciences                                                | 08-01-2025 to 07-31-2027 | Vacancy - membership pending                               |
| <b>2 deans or associate deans</b>                                         |                          |                                                            |
| Dean                                                                      | 08-01-2024 to 07-31-2027 | Allyson Jule, Faculty of Education, Community & Human Dev. |
| Dean                                                                      | 08-01-2024 to 07-31-2027 | Cindy Schultz, Associate Dean, Faculty of Health Sciences  |
| <b>1 academic advisor</b>                                                 | 08-01-2025 to 07-31-2027 | Holly Zonneveld                                            |
| <b>1 staff</b>                                                            | 08-01-2025 to 07-31-2027 | Lisa McMartin                                              |
| <b>2 undergraduate students</b>                                           |                          |                                                            |
| Student                                                                   | 08-01-2025 to 07-31-2026 | Liam Pyper (Senator)                                       |
| Student                                                                   | 08-01-2025 to 07-31-2027 | Desmond Devnich                                            |
| AVP, Teaching and Learning (or designate)                                 | Ongoing                  | Claire Hay, Specialist, Teaching & Learning                |
| University Librarian (or designated librarian) (ex officio)               | Ongoing                  | Selena Karli, Librarian, Reference & Instruction           |
| <b>Ex-officio Non-voting Members</b>                                      |                          |                                                            |
| Provost & Vice-President, Academic (or designate)                         | Ongoing                  | Sylvie Murray (designate)                                  |
| AVP, Research & Graduate Studies (or designate)                           | Ongoing                  | Donna Alary                                                |
| Executive Director, International Education                               | Ongoing                  | David McGuire                                              |
| AVP, Xwexwilmexwawt                                                       | Ongoing                  | Shirley Hardman                                            |
| Manager, Enrolment Planning                                               | Ongoing                  | Donna Alary                                                |
| AVP, Institutional Research and Integrated Planning                       | Ongoing                  | Vladimir Dvoracek                                          |
| Director, Advising Centre (or designate)                                  | Ongoing                  | Bobby Jaswal (designate)                                   |
| Associate Director, Program Development & Quality Assurance               | Ongoing                  | Chris Campbell                                             |
| <b>Faculty Council Liaison (Non-voting)</b>                               |                          |                                                            |
| Faculty of Health Sciences                                                | Ongoing                  | Amber Johnston                                             |
| Faculty of Science                                                        | Ongoing                  |                                                            |
| Faculty of Social Sciences                                                | Ongoing                  |                                                            |
| Faculty of Humanities                                                     | Ongoing                  |                                                            |
| Faculty of Business and Computing                                         | Ongoing                  |                                                            |
| Faculty of Education Community and Human Development                      | Ongoing                  | Carolyn MacLaren                                           |
| <b>Administrative Support (non-member)</b>                                |                          |                                                            |
| UEC Assistant/Calendar Editor, Office of the Registrar                    |                          | Amanda Grimson                                             |

**CURRENT MEMBERSHIP: 31 members - 17 voting members and 8 non-voting members**  
**Quorum: Fifty percent (50%) of voting membership (not including vacancies)**

Current as of July 2025

**UEC MEETING DATES AND AGENDA DEADLINES 2025/26**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>       | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|-------------------------------------------|-----------------------------------------------|
| <b>August 2025</b><br>D225 — 10 am        |                                               |
| <b>September 26, 2025</b><br>A225 — 10 am | September 17, 2025                            |
| <b>October 24, 2025</b><br>TBD — 10 am    | October 15, 2025                              |
| <b>November 21, 2025</b><br>A225 — 10 am  | November 12, 2025                             |
| <b>December 19, 2025</b><br>A225 — 10 am  | December 10, 2025                             |
| <b>January 30, 2026</b><br>A225 — 10 am   | January 21, 2026                              |
| <b>February 27, 2026</b><br>TBD — 10 am   | February 18, 2026                             |
| <b>March 27, 2026</b><br>A225 — 10 am     | March 18, 2026                                |
| <b>April 24, 2026</b><br>TBD — 10 am      | April 15, 2026                                |
| <b>May 22, 2026</b><br>TBD — 10 am        | May 13, 2026                                  |
| <b>June 19, 2026</b><br>A225 — 10 am      | June 10, 2026                                 |



## **Standing Committees of Senate Rules for the Conduct of Business**

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The business of the Senate standing committees shall follow the same rules of conduct as approved in the Senate bylaws and meetings will be conducted according to Robert's Rules of Order, except as otherwise stated below.

### **1. Procedures**

- 1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.3. Whenever possible, the chairs of standing committees are nominated in April or May for the next academic year to ensure continuity.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

### **2. Voting**

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
  - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR

b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:

- i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
- ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.

2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

### **3. Meeting Schedule**

3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Academic Planning and Priorities Committee
- Senate Governance Committee
- Undergraduate Education Committee

3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.

- Senate Awards and Honours Committee
- Faculty Standards Committee of Senate
- Senate Graduate Studies Committee
- Indigenization Committee of Senate
- Senate Research Committee
- Senate Teaching and Learning Committee

### **4. Terms of office**

4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

4.3. To allow for some continuity on Senate standing committees when all faculty terms are ending at once, the Secretariat shall approach faculty members to ask some if they wish to extend their term by one year, after consultation with the committee chair.

**5. Attendance**

- 5.1. Regular attendance is expected of all members of the Senate standing committees.
- 5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

**6. Amendments**

- 6.1. Changes to the rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.
- 6.2. Each standing committee will review its terms of reference annually between January and April. Changes will be submitted to the Senate Governance Committee no later than the third week of April for review by Senate Governance Committee in May and to Senate for approval in June.



## Guidelines for committee members

The following guidelines are for members of UFV governance bodies and their standing committees but also may be useful for members of any operational committee or task force.

Each committee is doing important work on behalf of the university. Committees involve a number of people and a great deal of valuable time. Active involvement of every participant is important to ensuring the committee is effective and that the time involved is put to good use.

### Make a commitment

- Make the committee a priority if you are going to be a member.
- Ensure you understand the committee's mandate and terms of reference.
- Commit to attend meetings regularly and to take the time needed to prepare and participate in the work of the committee.

### Preparation

- Ensure you submit agenda items and exhibits within established deadlines. Refer to the process for making submissions to Senate and the Senate Governance committees at [ufv.ca/senate/procedures--guidelines/](http://ufv.ca/senate/procedures--guidelines/).
- Go over the agenda and materials before each meeting.
- Note questions or concerns, research information you might need, and/or talk to your colleagues prior to the meeting, as needed.
- Become familiar with Robert's Rules (*link to cheat sheet*). Members of Senate standing committees also should be familiar with the Rules for the Conduct of Business on Senate standing committees.

### Participation

- Arrive on time and plan to stay for the whole meeting. If you must leave early or miss a meeting, let the chair know in advance. Be aware of the effect of non-attendance on quorum.
- Ask questions or make comments in turn. Be brief and make your point; don't hold forth, repeat yourself, or otherwise waste time.
- Do your part to move through the agenda by moving or seconding motions.
- Help make good decisions by voting on issues. Remember that all committee members are expected to make decisions in the interest of UFV as a whole, not in the interest of a particular area.
- Honour your commitments. Note action items assigned to you. Try to complete tasks before the next meeting so matters can be concluded in a timely fashion.

### Meeting etiquette

- Turn off your phone or set it to vibrate. Take any calls outside the room.
- Be respectful of others' points of view. Challenge positions, not people. Don't interrupt or belittle others, even if you disagree.
- Avoid side conversations and activities such as reading or writing emails which are disrespectful and distracting to the chair and other participants.



## Robert's Rules of Order for Senate and Standing Committees of Senate

Senate and Standing Committees of Senate meetings are conducted according to Robert's Rules of Order. The following document provides an overview of Robert's Rules of Order and apply to Senate and Standing Committees, unless the bylaws or committee rules of order states otherwise.<sup>1</sup>

### Quorum

- Quorum for meeting is minimum of fifty percent (50%) of voting membership.<sup>i</sup>
- Normally the chair of any given meeting does not vote and is not counted towards quorum except in the case where the chair's participation is required to meet quorum. Leaves of absence will reduce quorum requirements accordingly.
- Where there are vacancies on standing committees, quorum is 50% of available voting membership – vacant positions are excluded from the count.
- If a quorum does not exist at a meeting, any action taken in the absence of a quorum is invalid. Once quorum is declared the meeting continues, unless bylaws or committee rules of order states otherwise.<sup>ii</sup>

### Motions

A motion is a formal proposal that the decision-making body will vote on.

- Motions must be made by voting committee members, unless bylaws or committee rules of order states otherwise.
- See Appendix 1 on Steps in a motion and Appendix 2 How to handle specific motions.

### Role of mover and seconder<sup>iii</sup>

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated. The mover is generally presumed to be in favor of the motion when he or she moves it, but is entitled to change his or her mind and vote against the motion.<sup>iv</sup> The individual seconding a motion does so only to get the motion debated, and it should not be assumed that the mover and/or seconder are in favour of the motion.<sup>v</sup>

The chair may ask the mover and seconder if they agree to amend or withdraw the motion they put on the table. This is incorrect. Neither the mover nor the seconder own the motion once debate on it begins; ownership shifts to the group. A decision to amend or withdraw the motion is to be made by the group, collectively, and not unilaterally by the mover and seconder.<sup>vi</sup>

### Main motions

Motions introduce a new piece of business or propose a decision or action to be taken.<sup>vii</sup> The following are some aspects of main motions:

- Main motions cannot be applied to any other motions.
- There can be only one main motion on the floor at one time.

<sup>1</sup> Contact the Secretariat office for further clarification on Roberts Rules of Order



- They are debatable, amendable, and can be reconsidered.

#### **Subsidiary motions:<sup>viii</sup>**

Motions that affect or change how a main motion is handled. Subsidiary motions are voted on before the main motion. Examples include:

**Postpone to a certain time<sup>ix</sup>:** To move to a later, specified time on the agenda or to the next meeting.

**Amendments<sup>x</sup>:** Used to clarify or modify a motion under consideration.

- Must state exact wording and where in the main motion the change is to be made.
- Amendments must be germane
- When an amendment needs to be amended, a secondary amendment results. Secondary amendments may not themselves be amended.
- A friendly amendment is an amendment to a motion that is perceived by all parties as an enhancement to the original motion, often only as clarification of intent. A friendly amendment should be handled the same as a regular amendment and must be adopted by the full body, either by a vote or by unanimous consent.

**Commit or refer<sup>xi</sup>:** Assigns the motion to a delegated committee for action (e.g., investigation or a report). The motion should specify the committee (or committee make-up if a special committee is to be formed) and deadline.

**Table<sup>xii</sup>:** To lay aside the business at hand in such a manner that it will be considered later in the meeting.

**Withdraw:** Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.

**Limit or Extend Debate<sup>xiii</sup>:** Use when circumstances call for shorter or longer speech.

**Previous Question<sup>xiv</sup>:** To close the debate and bring to an immediate vote.

**Adjourn<sup>xv</sup>:** A motion to end the meeting.

#### **Motions that Bring a Question Before the Assembly Again:**

- **Take from the Table<sup>xvi</sup>** - resume consideration of a main motion.
- **Rescind, Repeal or Annul<sup>xvii</sup>** - cancel something that has been previously approved.
- **Amend Something Previous Adopted<sup>xviii</sup>** - proposal to modify wording or text previously approved.
- **Discharge a Committee<sup>xix</sup>** - if a question has been referred to or a task assigned to a committee that has not made a final report, the committee may be discharged to allow the committee to take action or to drop the motion.
- **Reconsider<sup>xx</sup>** - within the same meeting that a motion has been voted on, the question may come before the assembly again as if it had not been voted on.

#### **Debating<sup>xxi</sup>**

Each speaker must first be acknowledged by the chair. When there are several people wishing to speak, each may speak in turn, and may not speak again until all others have had a turn. Speakers must keep



remarks relevant and appropriate to the discussion, on subject, and adhere to time limits.

A person may interrupt a speaker for these reasons only:

- to get information about business – point of information
- to get information about rules – parliamentary inquiry
- if he/she can't hear, safety reasons, comfort, etc. – question of privilege
- if he/she see a breach of the rules – point of order
- if he/she disagrees with the chair's ruling – appeal

## Voting

- *Putting the question* is when the chair calls for a vote on a motion. Voting is usually by show of hands, after the chair clarifies to the assembly what they are voting on.<sup>xxii</sup>
- Motions proposed usually require approval by a majority of all voting members present (i.e. more than 50% of the votes cast) although some motions, such as motions to limit or end debate, or suspend the rules require 2/3 of the votes cast. The committee chair may vote, unless by-laws or committee rules of orders state otherwise.
- Ex-officio means "by virtue of office"; an ex-officio member is a person who is entitled to a position on a board or committee for as long as he or she holds a certain office. Ex-officio members of boards and committees have the same rights and privileges as all other members, including the right to vote, unless the by-laws or committee rules of orders state otherwise.<sup>xxiii</sup>

## Abstention<sup>xxiv</sup>

In tallying the votes, abstentions do not count towards the in favour votes. If a vote fails as a result of abstentions, then the discussion will reopen and the vote will be called again on the majority of those present and voting (this time excluding abstentions).

Members should abstain when they have a direct personal interest in the matter that amounts to a real or perceived conflict of interest.

## References

Henry M. Robert III and others, *Robert's Rules of Order Newly Revised*, 11th ed. (Da Capo Press, 2011).

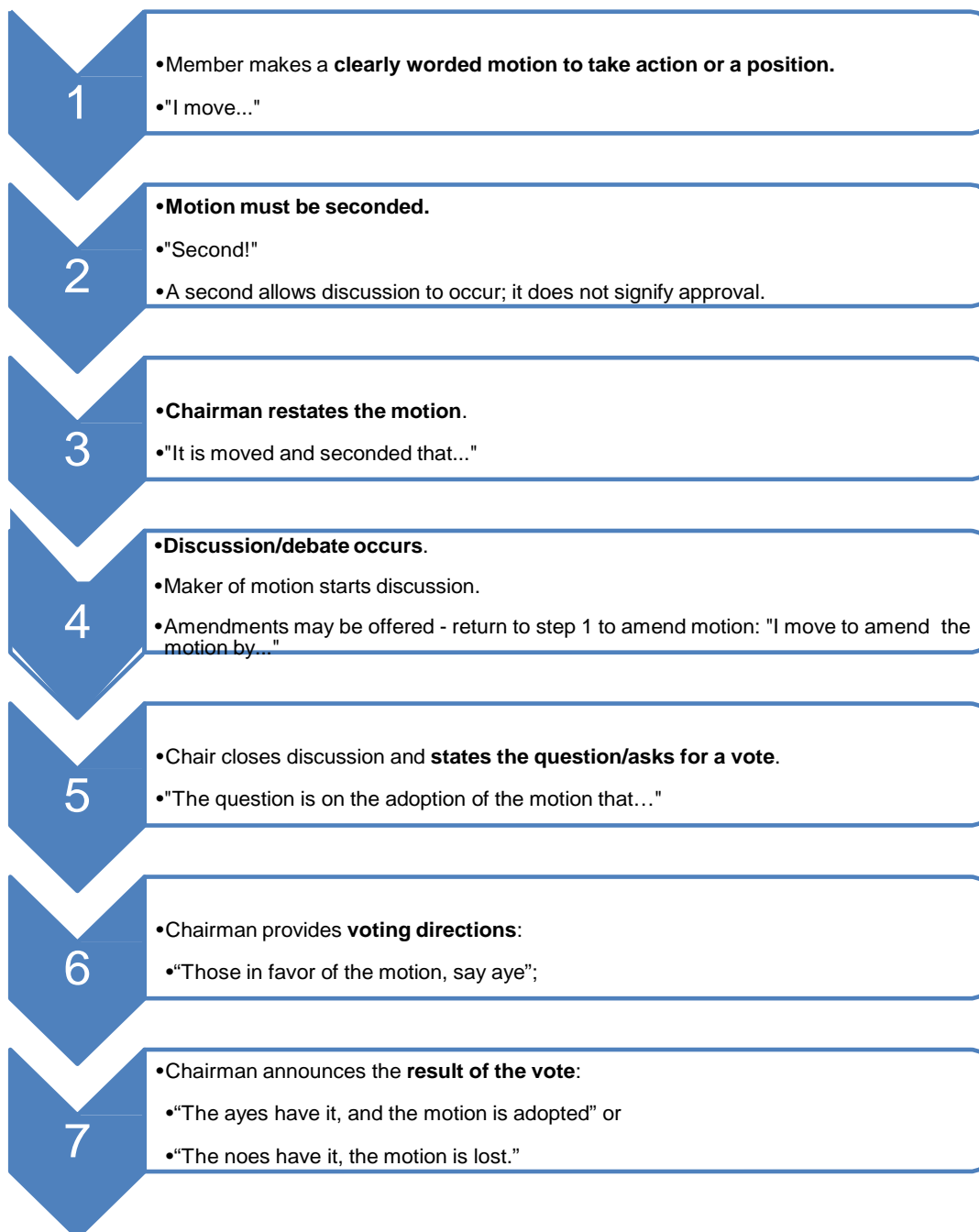
UFV Senate Bylaws – see <http://www.ufv.ca/senate/>

SGC Rules for the Conduct of Business – see <http://www.ufv.ca/senate/standing-committees/senate-governance-committee/>

Senate Standing Committee Rules for the Conduct of Business - see <http://www.ufv.ca/senate/standing-committees/>



## Appendix 1 - Steps in a motion





## Appendix 2 - How specific motions are handled

These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

**S** indicates the section from Robert's Rules.

| PURPOSE:                                       | YOU SAY:                                | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE?    | S  |
|------------------------------------------------|-----------------------------------------|------------|------|---------|--------|----------|----|
| Close meeting                                  | I move to adjourn                       | No         | Yes  | No      | No     | Majority | 21 |
| Make to follow agenda                          | I request regular order be resumed      | Yes        | No   | No      | No     | None     | 18 |
| Lay aside temporarily                          | I move to lay the question on the table | No         | Yes  | No      | No     | Majority | 17 |
| Close debate                                   | I move the previous question            | No         | Yes  | No      | No     | 2/3      | 16 |
| Limit or extend debate                         | I move that debate be limited to ...    | No         | Yes  | No      | Yes    | 2/3      | 15 |
| Postpone to a certain time                     | I move to postpone the motion to ...    | No         | Yes  | Yes     | Yes    | Majority | 14 |
| Refer to committee                             | I move to refer the motion to ...       | No         | Yes  | Yes     | Yes    | Majority | 13 |
| Modify wording of motion                       | I move to amend the motion by ...       | No         | Yes  | Yes     | Yes    | Majority | 12 |
| Bring business before assembly (a main motion) | I move that [or "to"] ...               | No         | Yes  | Yes     | Yes    | Majority | 10 |

**Incidental Motions.** No order of precedence. These motions question procedure and are decided upon immediately.

| PURPOSE:                | YOU SAY:             | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S  |
|-------------------------|----------------------|------------|------|---------|--------|-------|----|
| Enforce rules           | Point of Order       | Yes        | No   | No      | No     | None  | 2  |
| Request for information | Point of information | Yes        | No   | No      | No     | None  | 33 |

**Motions That Bring a Question Again Before the Assembly.** No order of precedence. Introduce only when nothing else is pending.

| PURPOSE: | YOU SAY: | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S |
|----------|----------|------------|------|---------|--------|-------|---|
|----------|----------|------------|------|---------|--------|-------|---|



|                        |                                   |    |     |     |     |                             |    |
|------------------------|-----------------------------------|----|-----|-----|-----|-----------------------------|----|
| Take matter from table | I move to take from the table ... | No | Yes | No  | No  | Majority                    | 34 |
| Cancel previous action | I move to rescind ...             | No | Yes | Yes | Yes | 2/3 or Majority with notice | 35 |

<sup>i</sup> Senate bylaws and Rules for the Conduct of Business for Senate Standing Committees

<sup>ii</sup> RONR (11th ed.), S.44, p. 400

<sup>iii</sup> RONR (11th ed.), S.4, p. 33

<sup>iv</sup> RONR (11th ed.), S.4, p. 40

<sup>v</sup> RONR (11th ed.), S.4, pp. 35-36

<sup>vi</sup> RONR (11th ed.), S.4, p. 40

<sup>vii</sup> RONR (11th ed.), S.10, p. 100

<sup>viii</sup> RONR (11th ed.), S.11, p. 126

<sup>ix</sup> RONR (11th ed.), S.14, p. 179

<sup>x</sup> RONR (11th ed.), S.12, p. 130

<sup>xi</sup> RONR (11th ed.), S.13, p. 168

<sup>xii</sup> RONR (11th ed.), S.17, p. 209

<sup>xiii</sup> RONR (11th ed.), S.15, p. 191

<sup>xiv</sup> RONR (11th ed.), S.16, p. 197

<sup>xv</sup> RONR (11th ed.), S.21, p. 233

<sup>xvi</sup> RONR (11th ed.), S.34, p. 300

<sup>xvii</sup> RONR (11th ed.), S.35, p. 305

<sup>xviii</sup> RONR (11th ed.), S.35, p. 305

<sup>xix</sup> RONR (11th ed.), S.36, p. 310

<sup>xx</sup> RONR (11th ed.), S.37, p. 315

<sup>xxi</sup> RONR (11th ed.), S.43, p. 385

<sup>xxiii</sup> [RONR (11th ed.), S. 49, p. 483

<sup>xxiv</sup> RONR (11th ed.), S. 4, p.45; S.44, p. 400, 401; S.45, p. 407