



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
September 3, 2026 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. TERMS OF REFERENCE**

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

**3. APPROVAL OF UEC MINUTES**

6 - 10      **3.1. UEC draft minutes: June 19, 2026**

MOTION: To approve the draft minutes as presented.

**4. COURSES AND PROGRAMS**

**4.1 Business**

11 -      **4.1.1. BUS 324:** Review with changes  
25                **BUS 418:** Review with changes including prerequisites  
                  **BUS 457:** Review with changes including prerequisites

MOTION: To approve the BUS course outlines as presented.

**4.2 Communication**

26 -      **4.2.1. CMNS 385/ENGL 385:** Review with changes  
30

MOTION: To approve the CMNS 385/ENGL 385 course outline as presented.

**4.3 Global Development Studies**

31      **4.3.1. GDS 210:** Discontinuation

MOTION: To discontinue GDS 210.

32 -      **4.3.2. GDS 260:** Review with changes

Page  
36

MOTION: To approve the GDS 260 course outline as presented.

#### **4.4 Political Science**

37 -  
41

##### **4.4.1. POSC 120: Changes including title**

MOTION: To approve the POSC 120 course outline as presented.

#### **4.5 Adult Education**

42

##### **4.5.1. English Language Learner Teacher Leadership post-baccalaureate certificate: New program**

MOTION: To recommend approval of the English Language Learner (ELL) Teacher Leadership post-baccalaureate certificate as presented.

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

#### **5.1 Curriculum and Calendar Management System (CCMS)**

##### **5.1.1. Expected timeline**

43 -  
45

##### **5.1.2. Review of official undergraduate course outline form**

[Link to download Word form](#)

#### **5.2 Policy Subcommittee report**

### **6. INFORMATION ITEMS**

46

#### **6.1. 2026/27 UEC membership**

#### **6.2. [2026/27 UEC meeting schedule](#)**

47 -  
51

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

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

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

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

- English extended minor: discontinuation

52 -  
55

#### **6.6. UEC Subcommittees**

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

Page

- Admissions Subcommittee

## **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)
- ~~Associate Vice-President, Teaching and Learning (or designate) (ex officio)~~
- 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**

June 19, 2026  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Allyson Jule, Amanda McCormick, Bobby Jaswal, Chris Campbell, Claire Hay, Dana Landry, David Johnston, Desmond Devnich, Donna Alary, Donna Derksen, Holly Zonneveld, Joy Enyinnaya, Renee Prasad, Susan Stoneson, Trevor Murray, and Vlad Dvoracek, Jackson Phillips

**ABSENT:** Amber Johnston, Carolyn MacLaren, Cindy Schultz, David McGuire, Lisa McMartin, Samantha Hannah, Selena Karli, Shirley Hardman, Sylvie Murray, and Thais Amorim

**GUESTS:** Avril Alfred, Michael Anaba, Raji Balogopal, Gurbeer Dhillon, Amber Gazso, Navneet Jhangra, Rashmin Keshwani, Teresa Kisilevich, Zina Lee, Akhtar Malik, Catherine McLean, Joanne Robertson, David Warkentin, Beth Watters

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: April 24, 2026**

**MOTION:**

To approve the draft minutes as presented.

**CARRIED**

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

##### **3.1. Adult Education**

- 3.1.1. ADED 422:** Review with changes including prerequisites  
**ADED 435:** Review with changes

**MOTION:**

To approve the ADED course outlines as presented.

**CARRIED**

##### **3.2. Criminology and Criminal Justice**

- 3.2.1. CRIM 400:** Review with changes including prerequisites  
**CRIM 414:** Review with changes  
**CRIM 418:** Review with changes  
**CRIM 419:** Review with changes

Participation as a means of assessment was discussed. This included how participation is reflected on course outlines, what activities are included, how it is assessed, and why it can be problematic. Participation is often measured by how frequently a student speaks in class, but this is

neither an inclusive method nor necessarily a measure of learning. Participation on some recently approved course outlines has been clarified as either "class contribution" or "in-class activities".

**MOTION:**

To approve the CRIM course outlines as amended:

- CRIM 400 evaluation: change "in-class participation" to "in-class activities"

CARRIED

**3.3. Education****3.3.1. EDUC 451:** New course, *Leading and Mentoring in Multilingual K-12 Schools*

The TESL 400 prerequisite was questioned. Joanne Robertson (School of Education) confirmed that this course will typically only make sense for those with some background in teaching English as an additional language. Students without TESL 400 but with a similar background can request department permission.

**MOTION:**

To approve the new EDUC course outline as presented.

CARRIED

**3.4. Social, Cultural, and Media Studies****3.4.1. MACS 208:** New course, *Looking at Visual Culture*

**MACS 232:** New course, *Gender and Media*

**MACS 307:** New course, *Decolonizing Media and Communication*

There was discussion about how holistic assessment is represented in these courses, as most of the activities identified are typically categorized as assignments. Amber Gaszo (School of Social, Cultural, and Media Studies) agreed to modify the evaluation by changing part of the holistic assessment weighting to assignments.

**MOTION:**

To approve the new MACS courses as amended:

- "Holistic assessment" will be split into assignments and holistic assessment

CARRIED; 1 ABSTENTION

**3.4.2. MACS 235:** Review with changes including discontinuation of JRNL cross-listing

**MACS 369:** Review with changes including discontinuation of JRNL cross-listing

**MOTION:**

To approve the MACS course outlines as presented.

CARRIED

**3.5. Social Work and Human Services**

- 3.5.1. HSER 120:** Review with changes including prerequisites  
**HSER 140:** Review with changes including prerequisites  
**HSER 200:** Review with changes including prerequisites

Although the memo for HSER 140 mentioned a minimum C grade for the pre/corequisites, this was removed during the approval process since corequisites and pre/corequisite cannot include minimum grades.

**MOTION:**

To approve the HSER course outlines as amended:

- CPT removed from prerequisites

CARRIED; 1 ABSTENTION

- 3.5.2. SOWK 225:** Review with changes including title, prerequisites, and pre/corequisites  
**SOWK 283:** Review with changes including prerequisites  
**SOWK 297:** Review with changes including prerequisites and pre/corequisites

**MOTION:**

To approve the SOWK course outlines as presented.

CARRIED

**3.6. Applied and Technical Studies**

- 3.6.1. Powerline Technician Pre-Apprenticeship certificate:** New credential

**MOTION:**

To recommend creation of the Powerline Technician Pre-apprenticeship certificate as presented.

CARRIED

**3.7. Centre for Experiential and Career Education**

- 3.7.1. Co-operative Education:** Changes to entrance and program requirements

The reduction in co-op terms was questioned, particularly for diplomas, as it is unusual to grant a designation for only one learning activity. David Warkentin (Centre for Experiential and Career Education) noted that two co-op terms for a diploma-level program are above the current accreditation requirements, and even a single semester of co-op is a substantial amount of work. CECE is also committed to improving accessibility, and fitting two work terms into a certificate or diploma program has become a barrier for many students.

**MOTION:**

To recommend approval of the changes to the Co-operative Education entrance and program requirements as presented.

CARRIED

**3.8. Creative Arts**

**3.8.1. Bachelor of Media Arts:** Correction to entrance requirements

**MOTION:**

To recommend approval of the corrected Bachelor of Media Arts entrance requirements as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Terms of Reference review**

The UEC Chair and Vice-Chair met with Teaching and Learning representatives to discuss the role of the Associate Vice-President, Teaching and Learning (or designate) at UEC. As this is an advisory role, they recommended changing the position on UEC from voting to ex officio non-voting, and adding it to the UEC Pre-Check Subcommittee.

**MOTION:**

To recommend that "Associate Director, Program Development and Quality Assurance" be changed to "Director, Program Development and Quality Assurance", and that the Associate Vice-President, Teaching and Learning (or designate) be changed from voting to ex officio non-voting.

CARRIED

**MOTION:**

To add the AVP Teaching and Learning representative to the UEC Pre-Check Subcommittee.

CARRIED

**4.2. UEC Liaison reports**

There were no reports.

**4.3. Policy Subcommittee report**

There was no report.

**4.4. APPC report**

There was no report.

**4.5. Senate report**

There was no report.

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

There was no report.

UEC Draft Minutes  
19 Jun 2026

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**4.7. 2026/27 UEC Chair**

**MOTION:**

To appoint Dana Landry as Chair for 2026/27.  
CARRIED UNANIMOUSLY

**5. INFORMATION ITEMS**

**5.1. UEC Annual Report to Senate, 2025/26**

**5.2. [2026/27 UEC meeting schedule](#)**

**6. ADJOURNMENT**

The meeting was adjourned at 12:01 pm.

**Memo for Course Changes**

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

From: [Gerry Palmer and David Dobson](#)

Date: [January 14, 2026](#)

Subject: **Proposal for revision of [BUS 324 - Customer Relationship Management](#)**

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 is undergoing its regular departmental six-year review. The primary goal of this revision is to update the learning outcomes and content to more accurately reflect contemporary CRM strategies within a Canadian business environment. Specifically, the course now incorporates Indigenous worldviews regarding reciprocity and inclusive practices to align with current industry standards in Canada.](#)

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; they refine existing outcomes to include cultural appropriateness and ethical data use.](#)
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?: [No](#)
5. Which program areas have been consulted about the change(s)?: [N/A](#)
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- The course reframes CRM from a purely extractive data process to one based on reciprocity and mutual benefit. This aligns with the evolution from transactional marketing to relationship strategy by emphasizing long-term community value.
  - Curriculum topics now include Indigenous inclusion and language diversity within the Canadian business environment. Students explore how organizations can build trust with Indigenous communities through culturally appropriate engagement.
  - In the semester-long CRM data mining project, students must perform culturally appropriate segmentation. This teaches students to apply analytical tools while respecting diverse communication styles and community protocols.
  - The course covers ethical data use, ensuring students understand how to design customer experiences that are respectful of Canada's diverse populations.
  - Following Indigenous pedagogy, the course utilizes a project-based, experiential approach where students collaborate in group setting, promoting shared responsibility and collective decision-making.
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?  
EDI principles are integrated through the study of inclusive and accessible CRM practices, such as compliance with accessibility legislation and language diversity. The course delivery utilizes diverse media—including hands-on lab sessions for data analysis and case studies of Canadian companies—to support different learning styles. The semester-long research project encourages collaborative problem-solving, mirroring the shared responsibility valued in Indigenous pedagogy.
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; 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–\$150. Students are encouraged to use a mix of current textbooks and Canadian-specific resources.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 324                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Customer Relationship Management                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Customer Relationship Mgmt                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines customer relationship management (CRM) as a corporate business strategy with a focus on the practical application of how customer databases play an important role in retaining and nurturing stronger customer relationships. Students will apply CRM principles within a Canadian business environment, incorporating Indigenous worldviews on reciprocity and inclusive business practices. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | BUS 221 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>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>36</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</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 | Supervised laboratory hours (computer lab) | 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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                              | 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> March 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |   |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- LO 1. Describe concepts and theory of customer relationship management (CRM).
- LO 2. Apply CRM as an integral business strategy.
- LO 3. Leverage customer data management systems to support sales and marketing strategies.
- LO 4. Apply cultural competence to engage effectively in customer exchanges with diverse and Indigenous populations.
- LO 5. Apply multichannel management to build long-term relationships through culturally appropriate methods.
- LO 6. Analyze the implementation processes of CRM systems, considering ethical data governance and Indigenous inclusion.
- LO 7. Use analytical tools to conduct a CRM data mining project to perform culturally appropriate customer segmentation and profiling for an organization.

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

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

## Details:

Quizzes/tests include a midterm (20%; assesses LO 1-3) and quizzes (10%).

Assignments include 10% class contribution (assesses LO 1-6, including practical applications of cultural competence).

Project (30%) assesses LO 1-7 and final exam (20%) assesses LO 4-7.

**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, CRM case studies, projects, discussions, and hands-on laboratory sessions using industry software.

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

| Type        | Author or description                                                                  | Title and publication/access details                                                  | Year    |
|-------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------|
| 1. Textbook | <a href="#">Prior</a> , D., <a href="#">Buttle</a> , F., & <a href="#">Maklan</a> , S. | Customer Relationship Management: Concepts, Applications and Technologies (Routledge) | Current |
| 2.          |                                                                                        |                                                                                       |         |

## Course Content and Topics

Module one: Introduction to CRM

- Customer-supplier relationships
- CRM building blocks
- Indigenous worldviews on reciprocity
- Assignments/quiz (LO 1)

Module two: CRM strategy and organization

- Formulate the CRM strategy
- Create relationship-oriented organizations
- Assignments/quiz (LO 2)

Module three: Customer intelligence

- Transform relationship data into customer knowledge
- Data mining to create customer segments
- Customer retention analysis
- Assignments/quiz (LO 3)

Midterm (LO 1–3)

Module four: Exchanges in customer relationships

- Customer value proposition
- Relationship policy
- Trust-building and community-based value propositions
- Assignments/quiz (LO 4)

Module five: Channels management

- Integrating multichannel
- Personal selling and online marketing to build customer relationships

**BUS 324**

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

Page 3 of 3

- Assignments/quiz (LO 5)

Module six: Implementation of CRM systems

- Overview of CRM systems
- CRM project management
- Inclusive and accessible CRM practices
- Assignments/quiz (LO 6)

Module seven: Conduct CRM data analysis

- Semester-long CRM data mining project (LO 1–7)
- Culturally appropriate segmentation

Final exam (LO 4–7)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Gerry Palmer & Dr. Masud Khawaja

Date: December 2, 2025

Subject: Proposal for revision of BUS 418: Workplace Health and Safety

*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 – Typical course content and topics

2. Rationale for change: BUS 418 is due for its scheduled six-year review. The proposed updates strengthen the course's alignment with contemporary Workplace Health and Safety (WHS) practices in Canada and internationally. The revisions update the calendar description, learning outcomes, and course content by integrating modern developments such as digitalization, sustainability, psychological health and safety, and intercultural approaches to workplace wellness. The updated outline also embeds global and Indigenous perspectives in support of UFV's goals for Internationalization and Indigenization (Learning Outcome 8). A part of the revision includes updated prerequisites that support accessibility and adequate preparation. To support this diversity of preparation, the revised curriculum of the course now begins with a focused review of foundational OHS principles introduced in BUS 201, consistent with the textbook. This 60–75 minute refresher that has been piloted in the last semester, and has proven to be beneficial. Many students, even those with relevant prior coursework, have forgotten key foundational material by the time they reach this upper-level course. The refresher used last term has functioned as an effective on-ramp, enabling all students to step confidently into the work expected in this course. Performance indicators of the semester show that this approach has improved comprehension, engagement, and overall outcomes compared to previous semesters. The revised lower prerequisites broaden access by enabling students from other disciplines to take BUS 418. This is consistent with Learning Outcomes 7 and 8, which emphasize working collaboratively across disciplines and cultural contexts. Expanding access aligns with the School of Business's commitment to interdisciplinary learning and ensures that students with varying academic pathways can benefit from the course. Somewhat

similar prerequisite adjustments approved in other business courses, such as BUS 404, highlight the effectiveness of this approach toward flexibility paired with academic integrity. Overall, the changes make BUS 418 more coherent, more accessible, and better aligned with supporting success for a diverse student body.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The revised learning outcomes emphasize analysis, integration, and application. The changes align with program learning outcomes in the BBA and HR majors, particularly regarding leadership in organizational health and safety, global awareness, and inclusive management practices. The revisions integrate international and Indigenous perspectives to support UFV's Institutional Learning Outcomes (ILOs) on Indigenization and Internationalization.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not a required course for any non-School of Business Degree or course.
5. Which program areas have been consulted about the change(s)? School of Business HRM Faculty and Curriculum Committee members, which includes representation from all areas of the School of Business.
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).: The course integrates Indigenous perspectives by including content on holistic wellness, and community-based safety practices. Module content now references Indigenous learning methods such as storytelling and promotion of cultural awareness and inclusive OHS leadership. These additions respond to UFV's 'Fulfilling Our Commitment to Aboriginal Peoples' policy and align with the Truth and Reconciliation Commission (TRC) Calls to Action.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course emphasizes diversity in workplace health and safety practices through international and intercultural examples. Assignments encourage students to consider how inclusive OHS policies can protect vulnerable and underrepresented workers. Case studies and group projects are designed to incorporate multiple perspectives and promote collaborative learning.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. : The course now includes an initial review of foundational Occupational Health and Safety (OHS) concepts, enabling students with fewer prior credits to successfully engage with the material and build or review the necessary background before advancing to higher-level applications. No changes are proposed to the credit value, class size, or resource requirements. There are no additional budget implications.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approximately \$120.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|---|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 418                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Course Full Title:</b> Workplace Health and Safety<br><b>Course Short Title:</b> Workplace Health & Safety                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Human resources practitioners take a leadership role in the integration of safe practices into an organization's operations, fostering a culture of health, well-being, and sustainability. This course reviews occupational health and safety concepts and examines how modern Canadian practices, global perspectives, and Indigenous approaches to holistic wellness shape inclusive and resilient workplace safety systems. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits or 30 university-level credits including BUS 201.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>39</td> </tr> <tr> <td>Tutorials/workshops</td> <td>6</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 39 | Tutorials/workshops | 6 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Instructor to assess when requested. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                       |           | <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> March 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |   |  |  |  |  |  |  |                    |           |                                                                                                                                       |  |

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

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

- LO 1. Examine foundational workplace health and safety principles, including occupational health and safety (OHS) regulations.
- LO 2. Evaluate how current developments in Canada, such as digitalization and sustainability are transforming OHS practices.
- LO 3. Explain the role of workers' compensation boards with specific reference to British Columbia.
- LO 4. Analyze workplace hazards.
- LO 5. Plan training programs to promote a culture of safety and health.
- LO 6. Conduct an incident/accident investigation.
- LO 7. Analyze global and intercultural approaches to workplace health and safety, comparing standards and practices across contexts.
- LO 8. Integrate Indigenous perspectives to design holistic, culturally respectful workplace wellness strategies.

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

|                        |     |              |     |                      |     |
|------------------------|-----|--------------|-----|----------------------|-----|
| Final exam:            | 25% | Project:     | 20% | Holistic assessment: | 10% |
| Quizzes/tests/midterm: | 20% | Assignments: | 25% |                      |     |

**Details:** Final exam (25%), midterm (20%), group project (20%), individual project (10%), in-class activity assignment (15%), in-class contribution (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, discussions, case studies, and experiential exercises.

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

| Type    | Author or description                  | Title and publication/access details       | Year    |
|---------|----------------------------------------|--------------------------------------------|---------|
| 1. Book | Kelloway, K., Francis L., & Gatien, B. | Management of Occupational Health & Safety | Current |
| 2.      |                                        |                                            |         |
| 3.      |                                        |                                            |         |
| 4.      |                                        |                                            |         |
| 5.      |                                        |                                            |         |

**Course Content and Topics**

Module one: Legislative framework

- Review of relevant content from previous courses
- Historical development & economic considerations
- Health & safety/environmental legislations
- Ethical principles
- Workplace hazardous materials information systems
- Workers' compensation; rates, methods, and assessments
- Comparative overview of international OHS standards
- In-class activity #1 (LO 1–2)

Module two: Hazards and agents

- Physical, chemical, and biological agents
- Psychosocial hazards
- Hazard recognition, assessment, and control
- Cross-cultural approaches to workplace safety
- Midterm exam (LO 1–3)

Module three – Interventions

- Health and safety training; needs analysis
- Motivating safety behaviour at work
- Integrating Indigenous learning methods (e.g., storytelling)
- Emergency response and preparedness
- In-class activity #2 (LO 4)
- Accident investigation
- Managing disability
- Return to work plans
- In-class activity #3 (LO 5–6)
- Workplace wellness

**BUS 418**

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

Page 3 of 3

- Indigenous perspectives on well-being

Group project (LO 1–8)

Class participation (LO 1–8)

Comprehensive final exam (LO 1–8)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Gerry Palmer, Saeed Rahman, Sara Babaei

Date: 12/02/2026

**Subject: Proposal for revision of BUS 457 – Project Management**

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

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

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

2. Rationale for change:

*The OCO for BUS 457 has been revised as part of its six-year review cycle to ensure alignment with current Project Management Institute (PMI) standards and best practices. The updated outline reflects contemporary trends in project leadership, ethics, and software-based performance monitoring, while maintaining consistency with the PMBOK® Guide framework. The revision also embeds Indigenous perspectives on collaboration, stewardship, and governance as alternative approaches to project leadership and decision-making, strengthening the course's connection to UFV's Institutional Learning Outcomes and commitment to inclusive curriculum design.*

*The changes to the prerequisites were to allow more students the option of taking this course. Project Management is needed in a variety of areas/disciplines so the prerequisites were changed to allow students from other areas of study to apply this course in their discipline." AGRI 142 and BUS 100 achieve equivalent foundational learning outcomes in business fundamentals, including financial literacy, economic understanding, marketing, and business analysis. The primary difference lies in context (agriculture vs. general business), not in the level or scope of skills developed. Therefore, both courses provide the necessary foundational competencies required for upper-level business courses and can appropriately serve as prerequisite options when such skills are 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 \(ILOs\)](#):

*The learning outcomes were modified to align with the current standards and practices and to support UFV's ILOs on issues related to Indigenization.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No effect.*
5. Which program areas have been consulted about the change(s)?

*Area of Management and Curriculum Committee, which includes all representation from all areas of School of Business.*

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

*BUS 457 contributes to Indigenizing Our Academy through the inclusion of Indigenous perspectives on leadership and governance, particularly in Module 3: Project Execution. Students explore collaborative approaches to project management that emphasize community accountability, shared decision-making, and stewardship. These concepts are linked to Indigenous values of collective responsibility and reciprocity, helping students appreciate alternative frameworks for ethical and sustainable project leadership. This integration aligns with UFV's Integrated Strategic Plan and the Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), supporting reconciliation and respect for Indigenous knowledge systems in professional education.*

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

*The course reflects EDI principles by emphasizing ethical and inclusive project design and communication across diverse teams and stakeholder groups. Through case-based learning and discussion, students consider how leadership styles, communication practices, and decision-making processes affect equity and participation in project environments. The course encourages awareness of professional responsibility, inclusivity, and cultural sensitivity in managing projects, ensuring that students recognize and apply equitable practices in their future workplaces.*

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

- *Credit value: No change*
- *Class size limit: No change*
- *Frequency of offering: No change*
- *Resources required (labs, equipment): No change*

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *A \$140 cost has been allocated for the official textbook, and any additional course materials assigned by the instructor should be freely accessible open-source resources.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 457                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Project Management<br><b>Course Short Title:</b> Project 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 learn to apply recognized project management frameworks and standards to ensure project success through effective leadership, communication, and resource management. The course covers predictive methodologies, emphasizing ethics, professional responsibility, and the use of project management software tools. Students will also explore Indigenous perspectives on collaboration, stewardship, and governance as alternative approaches to project leadership and decision-making. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including one of AGRI 142, BUS 100, or CIS 270.                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <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> March 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

- LO1. Explain key project management concepts, terminology, and process domains.
- LO2. Develop comprehensive project plans including scope, schedule, budget, and resources.
- LO3. Evaluate project risks and mitigation strategies.
- LO4. Manage project execution and closure using performance measurement and control tools.
- LO5. Apply ethical and professional standards that reflect Indigenous and community-based values of collaboration and accountability.
- LO6. Utilize project management software to support project planning, monitoring, and reporting.

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

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

**Details:**

Quizzes/tests will be assessed through a midterm exam (30%). Assignments are case studies (20%).

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

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

Lectures, seminars, and labs. For seminars, a case-based teaching method will be applied. Students are required to actively participate in case preparations, and in-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 | Meredith, J. R., Mantel, S. J., & Shafer, S. M. | Project Management: A Managerial Approach [Wiley]                                                 | Current |
| 2. Textbook | Project Management Institute                    | A Guide to the Project Management Body of Knowledge (PMBOK® Guide) [Project Management Institute] | Current |
| 4.          |                                                 |                                                                                                   |         |
| 5.          |                                                 |                                                                                                   |         |

**Course Content and Topics**

Module one: Project initiation

- Core project management concepts, terminology, and process domains
- Relationship between projects, operations, and strategic objectives
- Identifying stakeholders and defining project scope
- Project charters and success criteria
  - Assessment: Case studies (LO 1)

Module two: Project planning

- Work breakdown structure (WBS) and deliverable definition
- Budgeting, scheduling, and resource planning using project management software
- Risk evaluation and mitigation strategies
- Communication and quality management planning
- Ethical and inclusive project design incorporating community and environmental relevance
  - Assessment: Case studies (LO 2–3)

Module three: Project execution

- Managing teams, tasks, and deliverables in real time using project management software
- Monitoring team performance and fostering collaboration
- Applying Indigenous and community-based leadership approaches
- Managing scope changes and maintaining communication with stakeholders
  - Assessment: Case studies (LO 4–5)

Midterm exam (LO 1–3)

Module four: Project control and monitoring

**BUS 457****University of the Fraser Valley Official Undergraduate Course Outline**

Page 3 of 3

- Performance tracking and variance analysis (cost, schedule, scope)
- Earned Value Management (EVM) and Key Performance Indicator (KPI) dashboards
- Reporting, documentation, and stakeholder communication through software tools
- Continuous improvement and accountability in project reporting
  - Assessment: Case studies (LO 6)

## Module five: Project termination and closure

- Project completion and handover
- Lessons learned and post-project evaluation
- Ethical closure and professional accountability
- Reflection on sustainability and community impact
  - Assessment: Case studies (LO 6)

Term project (LO1-6)

Final exam (LO 1–6)

**Memo for Course Changes**

To: CACC, UEC

From: Samantha Hannah

Date: February 15, 2026

**Subject: Proposal for revision of CMNS/ENGL 385**

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

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

☒ **Six-year review**

☐ Number and/or course code

☐ Credits and/or total hours

☐ Title

☒ **Calendar description**

☐ Prerequisites and/or co-requisites

☐ Frequency of course offering

☒ **Learning outcomes**

☒ **Delivery methods and/or texts and resource materials**

☐ PLAR options, grading system, and/or evaluation methods

☐ Discontinuation of course

☐ Other – Please specify:

2. Rationale for change: [The course was due for six-year review.](#) Minor revisions to the course have been made in order to include additional perspectives, to emphasize a diversity of authors and audiences, and to highlight Indigenous approaches to persuasion. These are reflected in minor wording changes to the calendar description, revisions to the learning outcomes, and an additional suggested textbook.

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 following learning outcomes have been updated and/or revised to emphasize diversity and Indigenous perspectives.

- Describe relationships between power, language, authority, and persuasion in a range of contexts.
- Apply communications/rhetorical concepts to texts, events, and/or cases from diverse authors/communicators intended for different audiences.
- Analyze communications/rhetorical methodologies from varied disciplinary fields and perspectives, including Indigenous approaches to persuasion.

The following learning outcome has been removed, as the skill of oral communication is thoroughly addressed in other courses:

- Present a communication rhetorical analysis orally.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [This course is cross-listed as ENGL 385.](#)
5. Which program areas have been consulted about the change(s)? [English. They approved the changes.](#)
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
[The learning outcomes have been updated to expressly include Indigenous approaches to persuasion. A suggested textbook has been added to foreground Indigenous authors and perspectives. Lessons and assignments can be tailored for a variety of indigenous contexts and social movements.](#)
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
[The course includes approaches from a range of disciplines, geographic locations, and cultural contexts. Readings will feature a variety of authors with distinct backgrounds and perspectives. Different types of evaluation methods are included to support student strengths and interests.](#)
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [N/A](#))
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 385                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Language as Persuasion: Communication Theory in Action                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Language as Persuasion                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students analyze the ways language is persuasive in the world around them. Students use a variety of communications/rhetorical theories to examine the means of persuasion in diverse contemporary contexts such as advertising, social media, graffiti, and social movements.<br><br>Note: This course is offered as CMNS 385 and ENGL 385. Students may take only one of these for credit.        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | 60 university-level credits including one 200-level CMNS, ENGL, MACS, or PHIL course.                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>ENGL 385</b><br>Equivalent course(s): <b>ENGL 385</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>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: <b>No</b>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Describe key concepts in communications/rhetorical theory.
2. Analyze relationships between power, language, authority, and persuasion in a range of contexts.
3. Apply communications/rhetorical concepts to texts, events, and/or cases from diverse authors/communicators intended for different audiences.
4. Analyze communications/rhetorical methodologies from varied disciplinary fields and perspectives, including Indigenous approaches to persuasion.
5. Apply contemporary communications/rhetorical theory and methodologies to a communications research project.
6. Demonstrate how language is used to motivate action in contemporary events and for diverse audiences.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Assignments:         | 95% | % | % |
| Holistic assessment: | 5%  | % | % |

**Details:**

|                                         |     |
|-----------------------------------------|-----|
| Response papers                         | 20% |
| Seminar presentation and paper          | 15% |
| Proposal for term project               | 10% |
| Oral briefing of proposal               | 10% |
| Term paper/project                      | 30% |
| Oral presentation of term paper/project | 10% |
| Collaborative activities and reflection | 5%  |

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

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

Discussion, collaborative exercises, seminars, lecture.

**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        | Longakre, M. G. & Walker, J.             | Rhetorical Analysis: A Brief Guide for Writers                                                               | 2011 |
| 2. Textbook        | Perloff, R                               | The Dynamics of Persuasion: Communication and Attitudes in the Twenty-first Century, 5 <sup>th</sup> edition | 2014 |
| 3. Textbook        | Native American Rhetoric                 | University of New Mexico Press                                                                               | 2021 |
| 4. Online resource | Engaged Persuasion in a Post-Truth World | Cognella                                                                                                     | 2021 |

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

**Course Content and Topics**

Introduction and course overview: key communications/rhetorical theories and concepts

- Learning key terminology, theories, and concepts from communications/rhetorical theory
- Students will become familiar with key theories and concepts by working with them in response papers and classroom discussion

Applying communications/rhetorical theory in action

- Working with key concepts in communication and rhetorical case studies by observing how they are applied in diverse contemporary contexts such as advertising, social media, graffiti, and social movements
- Students will develop a seminar paper and lead a seminar presentation that demonstrates application of key concepts in communications/rhetorical theory to a contemporary situation

Doing communications/rhetorical analysis

- Introduction to methodological approaches to doing communications/rhetorical analysis
- Students will identify a context of analysis and relevant methodology and develop and present a term project proposal

Term project conference-style presentations

- Students will present their findings from their communications/rhetorical analysis



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 385                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                             |  |
| <b>Course Full Title:</b> Language as Persuasion: Communication Theory in Action                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                    |  |
| <b>Course Short Title:</b> Language as Persuasion                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                           |  |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>CMNS 385</b> for the official course outline.                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Students analyze the ways language is persuasive in the world around them. Students use a variety of communications/rhetorical theories to examine the means of persuasion in diverse contemporary contexts such as advertising, social media, graffiti, and social movements.<br><br>Note: This course is offered as CMNS 385 and ENGL 385. Students may take only one of these for credit.        |  |                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | 60 university-level credits including one 200-level CMNS, ENGL, MACS, or PHIL course.                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |  | None.                                                                                                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |  | None.                                                                                                                                                                                                                              |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with: <b>CMNS 385</b><br>Equivalent course(s): <b>CMNS 385</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |  | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>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 10, 2026                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                          |  |

**Memo for Course Changes**

To: CACC

From: Geetanjali Gill, Director of School of Social Justice and Global Stewardship, GDS Program Chair

Date: Apr. 21, 2026

**Subject: Discontinuation of GDS 210 Local Development Practicum**

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

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

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

2. Rationale for change:

This course has not been used since 2020. The GDS program now has several new courses which provide both long and short practicum options to students: SJGS 300 (240 hours), and AIS 380 (100 hours). Most GDS students opt to do a longer practicum (SJGS 300). As such, GDS 210 is no longer required in the GDS program.

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

**Memo for Course Changes**

To: UEC

From: Geetanjali Gill, Director School of Social Justice and Global Stewardship and GDS Program Chair

Date: Apr. 21, 2026

**Subject: Proposal for revision of GDS 260 Gender and Global Development**

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

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

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

2. Rationale for change:

In this six-year review, we updated the calendar description and learning outcomes to include some relevant key words and ideas. We have also updated evaluation methods and weighting in line with current practices in the GDS program, and added more recent texts/resource materials.

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 \(ILOs\)](#):

| GDS Program LOs                                                                                                                                          | Course LOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ILOs          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice. | <ul style="list-style-type: none"> <li>Analyze the evolution of key concepts, theories, and perspectives related to gender and development, and intersectional gender inequalities.</li> <li>Discuss the complexities of gender and development issues, barriers and approaches to achieving gender equitable outcomes, and implications of intersectional gender inequalities in the Global South and North.</li> <li>Reflect on how gender intersects with other social identities and factors, such as race, ethnicity, Indigeneity, age, class, caste</li> </ul> | 1, 2, 3, 5, 8 |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                  |                     |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                                                                                                                                        | etc. to result in inequalities and marginalization.                                                                                                                                                                                                                                                                                                                                              |                     |
| Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.                    | <ul style="list-style-type: none"> <li>Analyze the evolution of key concepts, theories, and perspectives related to gender and development, and intersectional gender inequalities.</li> </ul>                                                                                                                                                                                                   | 1, 2, 5, 8          |
| Engage in debates, dialogue, and action related to social justice and global development.                                              | <ul style="list-style-type: none"> <li>Discuss the complexities of gender and development issues, barriers and approaches to achieving gender equitable outcomes, and implications of intersectional gender inequalities in the Global South and North.</li> <li>Identify and explain the diverse contributions and roles of development actors in the gender and development sector.</li> </ul> | 1, 2, 3, 5, 6, 7, 8 |
| Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.                 | <ul style="list-style-type: none"> <li>Analyze the evolution of key concepts, theories, and perspectives related to gender and development, and intersectional gender inequalities.</li> </ul>                                                                                                                                                                                                   | 1, 2, 5, 8          |
| Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector. | <ul style="list-style-type: none"> <li>Apply gender analysis methods and approaches to contemporary development issues and responses.</li> <li>Reflect on how gender intersects with other social identities and factors, such as race, ethnicity, Indigeneity, age, class, caste etc. to result in inequalities and marginalization.</li> </ul>                                                 | 1, 3, 4, 5, 6, 7, 8 |

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

This course is on the list of the BA Core Competency in Civic Engagement, Global Citizenship, and Pluralism. These changes do not alter this course's suitability for this core competency. In fact, the updates further strengthen the course's alignment with the criteria of this core competency.

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

N/A. The GDS Program Committee, with faculty from GEOG/PLAN, ENV, CRIM, and POSC, and an Academic Advisor, have been consulted.

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

This course examines gender and development issues and intersectional gender inequalities in the Global North and South. The course's examination of intersectional gender inequalities will shed light on injustices affecting the most marginalized groups, including indigenous women and girls. The course includes a focus on Indigenous women and girls in Canada (e.g. gender-based violence and Murdered and Missing Indigenous Women and Girls). New learning outcome no. 3 also

addresses how gender can intersect with Indigeneity, potentially leading to inequalities and marginalization.

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

Through the examination of intersecting gender inequalities and barriers in the course, students will learn about equity, diversity, and inclusion issues, approaches, and responses in the Global South and North. Students will also learn about gender transformative development, and how to apply approaches and methods that redress injustices and promote 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. These changes were not made to the course.](#)

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$0](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GDS 260                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Gender and Global Development<br><b>Course Short Title:</b> Gender & Global Development                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> School of Social Justice and Global Stewardship                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the gendered nature of development, drawing upon a wide variety of themes from several regions in the world. Examines the evolution and debates related to gender and development, as well as the diverse methods and approaches used by development practitioners to integrate intersectional gender issues into their work in global development organizations. Also focuses on the policies of global development actors, including Global Affairs Canada. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>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 21, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 5, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Discuss the complexities of gender and development issues, barriers and approaches to achieving gender equitable outcomes, and implications of intersectional gender inequalities, globally.
2. Analyze the evolution of key concepts, theories, and perspectives related to gender and development, and intersectional gender inequalities.
3. Reflect on how gender intersects with other social identities and factors, such as race, ethnicity, Indigeneity, age, class, caste etc. to result in inequalities and marginalization.
4. Identify the diverse contributions and roles of development actors in the gender and development sector.
5. Apply gender analysis methods and approaches to contemporary development issues and responses.

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

|                      |     |          |     |  |   |
|----------------------|-----|----------|-----|--|---|
| Assignments:         | 60% | Project: | 20% |  | % |
| Holistic assessment: | 20% |          | %   |  | % |

**Details:**

Assignments may include diverse written works and presentations. Holistic assessment may include journal writing and/or online discussion posts. Project may include individual or group case studies represented in the form of a digital poster or infographic.

**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 course will consist of lectures, presentations, and in-class group work.

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

| Type               | Author or description      | Title and publication/access details                                                  | Year |
|--------------------|----------------------------|---------------------------------------------------------------------------------------|------|
| 1. Online resource | Global Affairs Canada      | The Feminist International Assistance Policy and Gender Equality Toolkit for Projects | 2017 |
| 2. Book            | Harcourt, Wendy            | The Palgrave Handbook of Gender and Development                                       | 2016 |
| 3. Book            | Zakaria, Rafia             | Against White Feminism: Notes on Disruption                                           | 2021 |
| 4. Book            | Parpart, J., & S. Parashar | Rethinking Silence, Voice, and Agency in Contested Gendered Terrains                  | 2019 |

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

**Course Content and Topics**

- Introduction to study of gender and development
- Evolution of theories and concepts and debates
- Masculinities and engaging men and boys
- Gender, poverty, and the economy
- Gender, food security, the environment, and climate change
- Gender, education, and health
- Gender, politics, governance, and conflict
- Intersectional gender issues in Canada (e.g., Indigenous women and girls, racialized women newcomers, LGBTQI+ refugees)
- Gender and global development agendas and actors
- Gender transformative development
- Gender and development in practice: methods and approaches

**Memo for Course Changes**

To: College of Arts Curriculum Committee Members

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

Date: March 26, 2026

**Subject: Proposal for revision of POSC 120: Political Ideology and Critical 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:

- Title, course description, and learning outcomes have been updated to better reflect current course content and pedagogy;
- Title, course description, and learning outcomes have been updated to better reflect the course's focus on building competency for critical thinking

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

| Course Learning Outcomes                                                                                                              | Program Learning Outcomes                                                                                                                                                                                                                          | Institutional Learning Outcomes                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Articulate the core arguments and key claims of major political ideologies, including decolonial, antiracist, and feminist ideologies | <ul style="list-style-type: none"> <li>• Conduct Research</li> <li>• Apply Knowledge of the Discipline</li> <li>• Analyze Information</li> <li>• Defend their Principles</li> <li>• Communicate Effectively</li> <li>• Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> <li>• Communicate Effectively</li> <li>• Engage with Indigenous Knowledge Systems</li> <li>• Contribute Locally and Globally</li> <li>• Advocate for Equity, Diversity, and Inclusion</li> </ul> |
| Analyze structures of explanatory, evaluative, orientative, and programmatic arguments and their                                      | <ul style="list-style-type: none"> <li>• Conduct Research</li> <li>• Analyze Information.</li> <li>• Engage the World</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Apply Knowledge and Competencies Proficiently</li> </ul>                                                                                                                                                                                            |

|                                                                                                                                                                                                      |                                                                                                                                                             |                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| supporting evidence from a variety of ideological perspectives.                                                                                                                                      |                                                                                                                                                             | <ul style="list-style-type: none"> <li>Examine Critically and Holistically</li> </ul>                                                                                                                                                        |
| Examine how ideologies shape context, perspective, assumptions, and purposes.                                                                                                                        | <ul style="list-style-type: none"> <li>Apply Knowledge of the Discipline</li> <li>Analyze Information</li> <li>Engage the World</li> </ul>                  | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Advocate for Equity, Diversity, and Inclusion</li> <li>Engage in Reflection for Action</li> </ul> |
| Identify how and why holders of various ideologies assemble a series of claims to support a conclusion                                                                                               | <ul style="list-style-type: none"> <li>Conduct Research</li> <li>Analyze Information.</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Engage in Reflection for Action</li> </ul>                                                        |
| Explain the relevance of ideologies to Canadian and other geopolitical contexts <a href="#">including to issues of Indigenization, decolonialism, anti-oppression, liberation, and emancipation.</a> | <ul style="list-style-type: none"> <li>Conduct Research.</li> <li>Analyze Information</li> <li>Communicate Effectively</li> <li>Engage the World</li> </ul> | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> <li>Contribute Locally and Globally</li> </ul>                                                                    |
| Examine and perform critical thinking from a variety of ideological perspectives                                                                                                                     | <ul style="list-style-type: none"> <li>Analyze Information</li> <li>Engage the World</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Engage in Reflection for Action</li> </ul>                                                        |
| Analyze the ideological leanings of political texts and speeches.                                                                                                                                    | <ul style="list-style-type: none"> <li>Conduct Research.</li> <li>Analyze Information</li> <li>Engage the World</li> </ul>                                  | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Examine Critically and Holistically</li> <li>Advocate for Equity, Diversity, and Inclusion</li> <li>Engage in Reflection for Action</li> </ul> |
| Explicate political ideologies via oral and written medium.                                                                                                                                          | <ul style="list-style-type: none"> <li>Conduct Research.</li> <li>Defend their Principles</li> <li>Communicate Effectively</li> </ul>                       | <ul style="list-style-type: none"> <li>Apply Knowledge and Competencies Proficiently</li> <li>Communicate Effectively</li> <li>Lead Collaboratively</li> </ul>                                                                               |

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

NA

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

NA

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- The course explicitly thematizes decolonialism and antiracism, with substantial class time devoted to discussing Indigenous and decolonial ideas and movements;
- Students read the Beyond 94 website and learn about the TRC, Canada's mixed record on meeting the TRC's Calls to Action, and what could be done to achieve the Calls to Action;
- Students learn about Indigenous movements, ideas, and forms of resistance and refusal, as well as pathways to decolonialism;
- During in-class and small-group discussion, students consider decolonial approaches to criminal justice;
- Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning.

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

- The course explicitly thematizes decolonialism, antiracism, and feminism, with substantial class time devoted to discussing Indigenous, Black, decolonial, antiracist, feminist, queer, intersectional, and otherwise liberatory or anti-oppressive ideas and movements;
- Students read and discuss texts written by authors with diverse backgrounds and identities;
- Students read and discuss texts such as Martin Luther King Jr's "Letter from a Birmingham Jail"; the "Haitian Declaration of Independence," and a manual on the feminist practice of "consciousness raising;"
- During in-class and small-group discussions, students consider topics like decolonial approaches to criminal justice and feminist approaches to healthcare policy.

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

NA

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

\$50



ORIGINAL COURSE IMPLEMENTATION DATE: January 1976  
 REVISED COURSE IMPLEMENTATION DATE: January 2027  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 120                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Political Ideology and Critical Analysis                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b> Pol Ideology & Crit Analysis                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Explores theories of power, freedom, justice, and liberation and their underlying arguments through a critical analysis of diverse political ideologies, including liberalism, conservatism, communism, socialism, anarchism, neoliberalism, libertarianism, feminism, decolonialism, antiracism, and environmentalism.                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <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.<br>Yes |  |
| 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>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 26, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 8, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

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

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

1. Articulate the core arguments and claims of major political ideologies, including decolonial, antiracist, and feminist ideologies and the perspectives of Indigenous peoples.
2. Analyze structures of explanatory, evaluative, orientative, and programmatic arguments and their supporting evidence from a variety of ideological perspectives.
3. Examine how ideologies shape context, perspective, assumptions, and purposes.
4. Identify how and why holders of various ideologies assemble a series of claims to support a conclusion.
5. Explain the relevance of ideologies to Canadian and other geopolitical contexts including to issues of Indigenization, decolonialism, anti-oppression, liberation, and emancipation.
6. Examine and perform critical thinking from a variety of ideological perspectives.
7. Analyze the ideological leanings of political texts and speeches.
8. Explicate political ideologies via oral and written media.

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

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

**Details:**

Writing-intensive midterm: 30%

Writing-intensive final: 30%

Interpretive essay: 30%

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

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

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

Lectures, group discussions, assigned readings, written and oral feedback on assignments

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

| Type               | Author or description                             | Title and publication/access details          | Year |
|--------------------|---------------------------------------------------|-----------------------------------------------|------|
| 1. Textbook        | H.B McCullough                                    | Political Ideologies: 2 <sup>nd</sup> Edition | 2017 |
| 2. Online resource | CBC News                                          | Beyond 94: Truth and Reconciliation in Canada | 2024 |
| 3. Online resource | Martin Luther King Jr                             | Letter From a Birmingham Jail                 | 1963 |
| 4. Online resource | Jean-Jacques Dessalines & Louis Boisrond-Tonnerre | Haitian Declaration of Independence           | 1804 |
| 5. Online resource | Karl Marx & Friedrich Engels                      | Manifesto of the Communist Party              | 1848 |

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

None

**Course Content and Topics**

- Ideology, perspective, and argument
- Classical liberalism and reform liberalism
- Conservatism and fascism
- Communism
- Socialism and social democracy
- Anarchism
- Libertarianism and neoliberalism
- Decolonialism and antiracism
- Feminism
- Environmentalism



## MEMO

TO: Undergraduate Education Committee (UEC)  
CC: Allyson Jule, Dean, Faculty of Education, Community, and Human Development (FECHD);  
Lisa Moy, Associate Dean, FECHD; Tannaz Zargarian, Program Chair, Adult Education;  
Amea Wilbur, Associate Professor, Adult Education; Joanne Robertson, Associate  
Professor, School of Education  
  
FROM: Chris Campbell, Director, PDQA  
RE: Program proposal – English Language Learner Teacher Leadership post-baccalaureate  
certificate  
  
DATE: August 28, 2026

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The following program proposal for the English Language Learner Teacher Leadership post-baccalaureate certificate (formerly Teacher Leadership for English Language Learners in K-12) is being submitted for review and recommendation to the UEC on behalf of Adult Education and the School of Education within the Faculty of Education, Community, and Human Development (FECHD).

The proposal was recommended with minor revisions by FECHD Curriculum Committee on May 22, 2026, and approved at the ECHD Faculty Council on June 12, 2026. It was reviewed by UEC Pre-Check on June 22, 2026 and comments have been addressed (see attachment 2). Campus-Wide Consultation (CWC) is currently taking place from August 24 to September 1. Any comments received will be provided in an update prior to the UEC meeting on September 3, 2026.

Please find attached for UEC review:

1. Program proposal and appendices
2. UEC Pre-Check Responses

Thank you,

Chris Campbell

*Note: Documents are available to UEC members at S:\Groups\UEC\2026-09-03 ELL Teacher Leadership and in Teams.*



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|--------------------|----------|----------------------------------------------------------------------------------------------|--|
| Course Code and Number:                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | Number of Credits: <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Course Full Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Course Short Title: (To be assigned by OReg based on university standards.)                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Faculty: Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | Department/School:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <b>Calendar Description:</b><br>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)<br><br>Note: Students with credit for _____ cannot take this course for further credit. |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(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.)                                                                                       |          | <b>Course Details</b><br>Special Topics course: <a href="#">[click to select]</a><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <a href="#">[click to select]</a><br>(See <a href="#">policy 207</a> for more information.)<br>Grading System: <a href="#">[click to select]</a><br>Delivery Mode: <a href="#">[click to select]</a><br>Expected frequency: <a href="#">[click to select]</a><br>Maximum enrolment (for information only): |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table>                        |          | <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><a href="#">[click to select]</a> |  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                 |          | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <a href="#">[click to select]</a><br>Submit outline for (re)articulation: <a href="#">[click to select]</a><br>(If yes, fill in <a href="#">transfer credit form</a> .)                                                                                                                                                                                                                                                      |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                          |          | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                              |  |

[COURSE]

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.)*

(Typically 5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

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

1. Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.
2. Example: Identify the historical circumstances - political, social, economic, and artistic - leading to the production of posters.
3. Example: Develop persuasive public relations messages for target audiences.
4. Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues. this section for supplies and materials for all sections of this course.

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

|                   |   |                   |   |                   |   |
|-------------------|---|-------------------|---|-------------------|---|
| [click to select] | % | [click to select] | % | [click to select] | % |
| [click to select] | % | [click to select] | % | [click to select] | % |

**Details:**

(Provide a full assessment breakdown and any other relevant information.)

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

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

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

| Type                 | Author or description | Title and publication/access details | Year |
|----------------------|-----------------------|--------------------------------------|------|
| 1. [click to select] |                       |                                      |      |
| 2. [click to select] |                       |                                      |      |
| 3. [click to select] |                       |                                      |      |
| 4. [click to select] |                       |                                      |      |
| 5. [click to select] |                       |                                      |      |

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

(Use this section for supplies and materials for all sections of this course.)

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

**Official course outline drop-down options****Typical structure of instructional hours:**

- Lecture/seminar
- Tutorials/workshops
- Experiential (cultural/elder learning or participation)
- Experiential (field trip)
- Experiential (internship)
- Experiential (work-integrated learning)
- Practicum
- Supervised directed learning (directed studies only)
- Supervised laboratory hours (computer lab)
- Supervised laboratory hours (design lab)
- Supervised laboratory hours (language lab)
- Supervised laboratory hours (science lab)
- Supervised laboratory hours (shop)
- Supervised studio hours

**Directed Study course:**

- No
- Yes; cannot be repeated for credit
- Yes; no limit on repeats
- Yes; 1 repeat for credit
- Yes; 2 repeats for credit
- Yes; 3 repeats for credit

**Delivery mode:**

- May be offered in multiple delivery modes
- Face-to-face only
- Online only
- Hybrid only
- Condensed only

**Expected frequency:**

- Every semester
- Twice per year
- Annually
- Fall only
- Winter only
- Summer only
- Every other year
- Every three years
- Infrequent

**Recommended evaluation methods:**

- Assignments
- Field evaluation
- Final exam
- Holistic assessment
- Lab work
- Portfolio
- Practicum
- Project
- Quizzes/tests/midterm
- Shop work
- Studio-based assessment

**Texts & resource materials:**

- Article
- Book
- Journal
- Indigenous knowledge
- OER
- Online resource
- Textbook
- Video
- Other

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2026-27



| 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                                    | 08-01-2025 to 07-31-2027 | Trevor Murray                                              |
| Faculty of Health Sciences                                                | 08-01-2026 to 07-31-2028 | Michael Anaba                                              |
| Faculty of Business and Computing                                         | 08-01-2026 to 07-31-2028 | Donna Derksen                                              |
| Faculty of Education Community and Human Development                      | 08-01-2026 to 07-31-2028 | Raji Balagopal                                             |
| 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 | Amanda McCormick                                           |
| <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                                                                   | 08-01-2026 to 07-31-2027 | Gurbeer Dhillon                                            |
| Student                                                                   | 08-01-2025 to 07-31-2027 | Desmond Devnich                                            |
| AVP, Teaching and Learning (or designate)                                 | Ongoing                  | Awneet Sivia                                               |
| 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 June 2026



## 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.



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

---

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

### **1. Procedures**

- 1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.3. 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.

## **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 the main procedures for conducting Standing Committee meetings.

### **Quorum**

- Quorum for meeting is a minimum of fifty percent (50%) of voting membership.
- Normally the chair of a meeting does not vote and is not counted towards quorum unless the chair's participation is required to meet quorum. Leaves of absence 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.

### **Motions**

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

- Motions are made by voting committee members, unless bylaws or committee rules state otherwise.
- See below for steps in a motion.

### **Role of Mover and Second**

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated.

The chair may ask the mover and second if they agree to amend or withdraw the motion they put on the table, assuming general support from the voting members of the committee.

### **Main Motions**

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

- There can be only one main motion on the floor at one time.
- They are debatable, amendable, and can be reconsidered.

### **Steps in a Motion**

- Member makes a **clearly worded motion to take action or a position**. The motion is almost always listed in the agenda package.
- Typically, the chair asks for mover and second.
- Discussion, questions, debate ensues.
- Chair checks in with committee to see if they are ready to vote or may decide themselves it's time to vote.
- For in-person or hybrid meetings: The chair calls for those in favor, opposed, and any abstentions.
- For virtual meetings: The chair asks if there are any opposed, then any abstentions. The rest are deemed to have voted in favour of the motion.
- Chair announces motion has passed or failed (requires majority in favour)



## **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.

Updated: September 2026

## **COMPOSITION**

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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
- AVP Teaching & Learning representative

\* Two-year term, renewable.

## **APPENDICES**

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Membership roles infographic

Updated: September 2026



# 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..