UNIVERSITY OF THE FRASER VALLEY

FACULTY OF PROFESSIONAL STUDIES

DRAFT AGENDA
Professional Studies Faculty Council

Friday, September 27, 2013
10:00 am – 12:00-noon
Room A261, Abbotsford Campus

Package Pages

1. Items for Approval
   1.1. Welcome – Welcome to new faculty members
   1.2. Guest Speaker – Director, Teaching and Learning, Wendy Burton
Pg. 1, 2   1.3. Agenda – September 27, 2013
Pg. 3-7   1.4. Minutes – May 17, 2013

2. Continuing Business
Pg. 8, 9   2.1. Policy #105: Assignment of Course Credit
   2.2. Internationalization
      a) Celebrating Internationalization Event – November 18
      b) Indigenization

3. New Business
   3.1. School of Business – Major Program Change BUS 377
Pg. 10, 11   3.2. School of Business – Minor Course Change BUS 149 to BUS 249
Pg. 12-16   3.3. LIBT 265 : Major Course Revision
Pg. 17-22   3.4. Terms of Reference – Revision and Re-Approval
Pg. 23-25   3.5. Enrollment Management

4. Standing Committee Reports
   4.1. Nominations and Elections Committee
      o Faculty of Professional Studies Sessional Representation
      o New Student Representation
   4.2. Field Education and Practicum Committee
   4.3. Class Size Ad Hoc Committee
      o Report on Findings
   4.4. Retention Committee
   4.5. Learning Exchange Committee
   4.6. Faculty Newsletter Committee

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5. **Other Reports**
   5.1. Dean's Report
   5.2. Reports from other Faculty Councils
   5.3. Report from Senate

6. **Information Items**
   6.1. The next Faculty Council Meeting is **October 18, 2013** in room A261

UNIVERSITY OF THE FRASER VALLEY

FACULTY OF PROFESSIONAL STUDIES

DRAFT MINUTES
Professional Studies Faculty Council

Friday, May 17, 2013
10:00 a.m., Room B140, Abbotsford Campus

Chair: Rosetta Khalideen

Present:

Colleen Bell	David Dobson	Ian Hunt	Leah Douglas
Amir Hajbaba	Don Miskiman	John Hogg	Les Stagg
Barbara Salingré	Doris Ball	Karen Power*	Lucki Kang
Christina Neigel	Elizabeth Dow	Kathie Ramsay	Mary Higgins
Christine Nehring	Gerry Palmer	Kenneth Gariepy	Ron Wilen
Cindy Rammage	Gillian Bubb	Kim Milnes	Sandy Hill
	Glen Paddock	Kyle Stamm	

Regrets:

Andrea Hughes	Ed Li	Katherine Sallos	Mark Lee
Awneet Sivia	Fiona McQuarrie	Keith Lownie	Mike Ivanof
Christine Slavik	George Melzer	Kevin deWolde	Raymond Leung
Cindy Stewart	Gwen Clarke	Lisa Moy	Robert Harding
Curtis Magnuson	Gwen Point	Lorne Mackenzie	Ron Zitron
Cyrus Chaichian	Heather Compeau*	Lou Schroeder	Seonaigh MacPherson
Darrell Fox	Jan Lashbrook Green	Maple Melder-Crozier	Sheryl MacMath
Dianne Common	Joe Ilsever	Mark Breedveld	

Recorder: Nicole Fast*

*Indicates Non-Voting Member

1. GUEST SPEAKERS –

1.1 From Chandigarh, India Dilmeet Bhasin, Academic Program Manager

Dilmeet Bhasin, gave a brief overview of the challenges with marketing and recruiting students to UFV's BBA Chandigarh program. The 4-year BBA program has been running in Chandigarh for the past eight years, and currently has 87 students enrolled in the program with, 30 of the students transferring to Canada to continue their BBA studies.

Dilmeet expressed her gratitude for UFV making the trip to Canada possible, and granting her the opportunity to connect the Chandigarh and Canadian UFV campuses.

1.2 Jeevika Goyal, Alumni

Jeevika Goyal, a former Chandigarh student studied at UFV's Chandigarh campus for three years before transferring to Canada to finish her degree. Upon graduation, she returned to India and began working at the Chandigarh campus. In her presentation, Jeevika highlighted the benefits of the Foundation Program which is offered in Chandigarh and stated that students in the program are more focused with their studies and internships. Jeevika accredits her success in the BBA to the Foundation Program.

2. **ITEMS FOR APPROVAL**

2.1. **Approval of Agenda May 17, 2013**

MOTION   **ALL IN FAVOUR**

THAT the agenda of May 17, 2013 be adopted as presented with the addition of minor course changes: SOWK 730 to be placed under New Business, Agenda Item 4.3

CARRIED

2.2. **Approval of Minutes March 22, 2013**

MOTION   **Elizabeth Dow/Gillian Bubb**

THAT the minutes of March 22, 2013 be approved as submitted

CARRIED

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3. **CONTINUING BUSINESS**

3.1. **Retreat: Standards for Criteria in Teaching, Service, and Scholarship**

The Faculty of Professional Studies passed a motion to host a half-day retreat in mid-June to strategize and develop standards and criteria for teaching, service, and scholarship.

Leah Douglas is assisting Rosetta with planning and hosting the retreat which is tentatively scheduled for June 17, 2013 in the Aboriginal Gathering Space at the CEP campus. The format of the retreat will include facilitated discussions, and faculty breakout sessions.

Faculty questioned whether the standards developed would be directly tied to rank and tenure. Rosetta noted that the standards would be helpful to rank and tenure but at this time we do not know where the rank and tenure discussions are at. Discussions continued around the retreat, its content and structure.
More details to follow.

ACTION: ROSETTA KHALIDEEN AND LEAH DOUGLAS

4. **CONTINUING BUSINESS**

4.1. **Minor Course Change: SOWK 225**

MOTION   **Elizabeth Dow/Leah Douglas**

THAT the School of Social Work and Human Services Course SOWK 225 be approved with the minor changes as submitted

CARRIED

4.2.   **Minor Course Change: SOWK 730**

> **MOTION**   **Cindy Rammage/Kenneth Gariepy**
> THAT the School of Social Work and Human Services Course SOWK 730 be approved with the minor changes as submitted
>
> **CARRIED**

4.3.   **Minor Course Change: EDUC 200 and EDUC 300**

> **MOTION**   **Sandy Hill/Leah Douglas**
> THAT the Teacher Education Program Courses EDUC 200 and EDUC 300 be approved with the minor changes as submitted
>
> **CARRIED**

4.4.   **Revised Course Outline Form**

The Course Outline Form was revised by UEC and feedback and comments are being solicited.

Faculty Council comments:

- The *Calendar Description* section within the template should have a maximum amount of words

- The *Prior Learning Assessment and Recognition (PLAR)* section within the template no longer provides a method of obtaining PLAR

- The *Typical Evaluation Methods and Weighting* section within the template has a column for both assignments and projects. There could be confusion on the difference between assignments and projects

- The *Typical Evaluation Methods and Weighting* section methods should be reorganized in a more logical order

4.5.   **Policy 105: Assignment of Course Credit**

There was discussion around adopting a standard for academic course credits. Suggestions included that all academic courses should offer the same number of credits, and that a formula should be applied to class hours and prep time (one credit = X amount of class hours and X amount of hours outside the classroom). After much discussion faculty agreed that standardizing, the course credits would be too difficult.

Faculty Council was asked to email feedback, comments and suggestions by the next Faculty Council meeting.

ACTION: ALL FACULTY

4.6.   **Internationalization**

a)   **Celebrating Internationalization Event**

The Faculty of Professional Studies is planning to host another Celebrating Internationalization event for 2013. The event will be held during International

Education Week, which runs from November 18 – 22, 2013. Faculty were asked to include this event in their Fall 2013 course syllabi.

ACTION: ALL FACULTY

b) Faculty Professional Development

Peter Geller, John Potts and Rosetta will be organizing a series of Internationalization PD sessions for faculty within the new academic year. There will be a call out to the faculty for ideas and issues which they feel need to be addressed in these sessions.

Faculty are asked to e-mail Rosetta with ideas for the PD session.

ACTION: ALL FACULTY

4.7. Three-Year Evaluation of Faculty

Faculty discussed creating a standardized CV/Dossier that would better reflect their teachings and scholarly activities over a three-year term. It was decided that a dossier would also aid the Dean with faculty's evaluation, as it would provide evidence on the performance of the faculty member when writing up their summary evaluation report.

4.8. Announcement of Dr. Abebe Abay Teklu Scholarship – Elizabeth Dow

- The Dr. Abebe Teklu Scholarship has been established

- The Social Work Student Association (SWSA) has raised $2,000 to jump-start the Dr. Abebe Teklu Scholarship

- Anyone interested in donating should contact Christopher Duffin, University Advancement & Alumni Engagement

- The scholarship is available to any student studying in a program under the Faculty of Professional Studies

5. STANDING COMMITTEE REPORTS

5.1. Nominations and Elections Committee – Leah Douglas

- Professional Studies welcomes Mary Higgins, Applied Business Technology, as the Sessional Representative

5.2. Field Education and Practicum Committee

- No Report

5.3. Retention Committee – Cindy Rammage

- Student Retention is an institutional issue and will be one of the topics of discussion at the PASS (Priority Access to Student Supports) Program and UFV's Professional Development Day.

5.4. Learning Exchange Committee

- No Report

5.5. Faculty Newsletter Committee

- No Report

6.   **COMMITTEE REPORTS**

6.1.   **Dean's Report – Rosetta Khalideen**

- Finance will be distributing the finalized budget for 2013/14

- Our Education Plan updates will need to be submitted to the Provost's Office by June 30, 2013

- The School of Business Post-Degree Certificate was approved by Senate. It is posted on the Ministry's website for Peer Review until May 24, 2013. The School of Business anticipates offering this certificate program in Winter 2014

- TEP's Secondary Program was approved by the Ministry, and will be on the Senate's Agenda June 2013 meeting

- Pat Bullock, Educational Advisor, Adult Education has retired

- Kathie Ramsay, Department Head, Applied Business Technology Program will be retiring at the end of July 2013. Rosetta thanked Kathie for all her hard work and contributions to the Faculty and the ABT program

- Maple Melder-Crozier is the new Department Head of Early Childhood Education/Child & Youth Care effective May 1, 2013. Rosetta thanked Les Stagg for his commitment and all his contributions to the Department and the Faculty

- Ian Hunt, Department Head of Adult Education Department is going on sabbatical leave. Seonaigh MacPherson will be the new Department Head during Ian's absence. Rosetta thanked Ian for his commitment to the Adult Education Program

- Christina Neigel is the acting Department Head for Library and Information Technology

- Due to the shortage of office space on the Abbotsford Campus, Gerry Palmer volunteered to share his office to accommodate another faculty member

- The Adult Education office space is being renovated

- Due to budget cuts some staffing positions have been lost.

- Early retirement packages were offered to some employees as an institutional cost savings measure

- Barbara Stirskey, Faculty of Access and Open Studies, has retired. We will be seeking a new representative from the Faculty of Access and Open Studies.

6.2.   **Faculty of Access/Open Studies**

- No Report

6.3.   **Senate Report – Gerry Palmer**

- Senate has passed the Online Policy

7.   **INFORMATION ITEMS**

7.1.   **Next Faculty Council Meeting**

- The Friday, June 14, 2013 scheduled meeting is cancelled
- A new Faculty Council Meeting Schedule for 2013/14 will be sent out via email before September 2013

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ASSIGNMENT OF COURSE CREDIT

AUTHORITY   Senate

PRIMARY CONTACT   Provost and Vice President, Academic

RELATED POLICIES

POLICY

Course credit is a measure of the content in a course. The expert authority with regard to course content and proposing credit value is the department responsible for designing the course.

RATIONALE

Course credit value is meant to be, and is interpreted as, a measure of the content (skills and /or knowledge) in the course. Operationally, such measurement, especially when some degree of precision is desired, is fraught with difficulty. By and large this has been resolved by measuring a variable known to correlate with content, has an acceptable level of face validity as an indicator of material covered, and which lends itself to being measured more easily: contact hours. In this regard, a number of standards have been developed which rely on the assumption that mastery of the content can be attained by an average student over a specified number of instructional contact hours and an "assumed" number of hours of independent study.

One such standard, for instance, is the one-semester three-credit academic lecture-based course, which is based on the assumption that delivery and mastery of content requires three hours of instruction and an average of six hours of independent study per week. Another is that 25 hours (typically one week) of learning time in a trades and technology program yields one credit's worth of content.

Once such standards are accepted as norms, they are used to estimate credit values for other courses. One such method relies merely on counting additional hours of instruction, assuming the same lecture/independent study ratio, and using the standard as a multiplier (e.g., adding credits for lab hours associated with a course). Another method involves ignoring the hours completely (e.g., for alternative delivery methods such as distance delivery or distributed learning), while assuming that, based on content alone, the standard credit value for such a course will be the equivalent of its lecture-based version.

GUIDELINES

Course content is the prime determinant of the appropriate course credit value; however, it is recognized that depth and complexity are important dimensions of content and that these are likely to affect the time and effort required of students to master it.

PROCEDURES

Senate, upon the recommendation of the Undergraduate Education Committee (UEC), and the Graduate Studies Committee (GSC) recognises the content of each course by assigning credit.

When proposing course credit values, or changes to credit values, departments will identify and explain the standard used. Each case will be considered on its individual merit on basis of such considerations as:
- the quantity, depth, and complexity of content covered
- instructional contact hours required for students to achieve content mastery
- additional hours required of the student to achieve content mastery
- articulation with other institutions
- the credit value of the same or similar courses at UFV or at other institutions
- the level of student effort required to master the content.

Editorial changes have been made to support the transition from university college to university. A full review of this policy is to be completed by the review date.

Date: May 27, 2013
To: Undergraduate Education Committee Assistant
Dean(s) Program Development Coordinator
From: Don Miskiman
Interim Director, UFV School of Business
Subject: Course addition to electives for BBA human resource management option and BBA organization studies concentration.

A. **Addition to electives: BUS 377 Management of Cooperatives**
   1. Rationale for change: To provide business students and students with a business minor, more selection for an elective in their program. The course adds to the breath of organizational types to study in business.

B. **Budget and Learning outcome Issues**
   1. How does your course address the UFV Learning Outcomes?
      The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 7, and 9

   2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
      Not applicable.

   3. What consideration has been given to indigenizing the curriculum?
      Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and cooperatives within our community as well as respect and understand Aboriginal people, their traditions and values. In-class cases and examples will include indigenous operated cooperatives.

   4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
      a. Credit value: **No Change**
      b. Class size limit: **No Change**
      c. Frequency of offering: **No Change**
      d. Resources required (labs, equipment): **No Change**

   5. If this course is not eligible for PLAR, explain why.
      PLAR by portfolio assessment.

   6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
      Not Applicable.

   7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

BBA Degree. Addition of course to HRM electives and to OS electives. (Addition in yellow)

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

Course	Title	Credits
BUS 304	Organization Theory and Application	3
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
BUS 377	**Management of Cooperatives**	3
BUS 400	Business and Society	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 417	Performance Evaluation and Management	3
BUS 419	Strategic Human Resource Planning	3
BUS 423	Services Marketing	3
BUS 430	Management of Innovation	3
BUS 492	Directed Studies	3
CMNS 345/ ADED 345	Instructional Skills for the Workplace	4
CMNS 445/ ADED 445	Facilitating Skills for the Workplace	4

Organizational Studies concentration
Required course

Course	Title	Credits
BUS 304	Organization Theory and Application	3

Electives: Any three of the following

Course	Title	Credits
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
BUS 327	Consumer Behaviour	3
BUS 377	**Management of Cooperatives**	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 492	Directed Studies	3
CRIM 417	Leadership in Groups and Organizations	3

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Memo

Date: May 24, 2013

To: Undergraduate Education Committee Assistant, Dean(s) - Samantha Pattridge, Amanda Grimson

Program Development Coordinator – Cheryl Dahl, Sarah Brammer

From: Don Miskiman

Interim Director, UFV School of Business

Subject: Proposal for renumbering BUS 149 to BUS 249

A. Course revision: Renumbering BUS 149 to BUS 249

1. Rationale for change:

   a. *Renumbering Course: It is observed by instructors that some first year students struggle with the quantitative content of the course, particularly those with non-quantitative backgrounds. It is believed that offering BUS 149 in the second year of the BBA program (degree and diploma) would allow students to improve their financial and mathematical skills prior to taking BUS 349, without altering the content and/or the pre-requisite of the course. Accordingly, a proposal was made to move BUS 149 from first year of the BBA program to the second year in the official calendar for the program. This change came into effect in March 2013 and is reflected in 2013/2014 Calendar.*

   Therefore, to reflect the above-mentioned change and to improve the cohesiveness in the numbering of the courses that are offered in the second year of study (as a 200 level course) in the official calendar, it is proposed that BUS 149 is renumbered to BUS 249. This will also improve the consistency of the courses offered by the School of Business in the Finance area with other institutions, most of which offer the introductory finance course as a 200 level course.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
   No change at this time but will be addressed at a future date.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   Not applicable.

3. What consideration has been given to indigenizing the curriculum?
   Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.

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4.   If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    a. Credit value: **No Change**
    b. Class size limit: **No Change**
    c. Frequency of offering: **No Change**
    d. Resources required (labs, equipment): **No Change**

5.   If this course is not eligible for PLAR, explain why.
    PLAR by portfolio assessment.

6.   Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    Not Applicable.

7.   Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    Textbook: $122.

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COURSE IMPLEMENTATION DATE:	September 2011	
COURSE REVISED IMPLEMENTATION DATE:	September ~~2013~~2014	
COURSE TO BE REVIEWED:	September ~~2019~~2020	
(six years after UEC approval)	*(month, year)*	

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings re subject to change at the discretion of the department – see course syllabus available from instructor

BUS ~~149~~ 249	Professional Studies/School of Business	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Essentials of Finance	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course focuses on the valuation of financial securities such as stocks, bonds, annuities, and options. Valuation of these instruments requires the use of discounting for time value, equity premiums, and premiums based on credit risk. Other topics include capital budgeting, business decisions, and real options embedded in investment decisions. This course serves as a valuable introduction to finance and will assist students in deciding whether to pursue a concentration in finance in their degree or a professional designation in finance such as becoming a Chartered Financial Analyst charter holder.

Note: Students may receive credit for only one of BUS 149 or BUS 162.

PREREQUISITES:	BUS 100 and the prerequisites for MATH 141
COREQUISITES:	
PRE or COREQUISITES:	

SYNONYMOUS COURSE(S):		SERVICE COURSE TO: *(department/program)*
(a) Replaces: **BUS 162**		
(b) Cross-listed with:		
(c) Cannot take:	for further credit.	

TOTAL HOURS PER TERM: 45			TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:			Length of course:
Lectures:	45	Hrs	Hours per day:
Seminar:		Hrs	
Laboratory:		Hrs	**OTHER:**
Field experience:		Hrs	Maximum enrolment: **36**
Student directed learning:		Hrs	Expected frequency of course offerings: Every semester
Other (specify):		Hrs	*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s): **M A Zitron, Vladimir Dvoracek**			
Department Head: **Don Miskiman**		Date approved:	
Supporting area consultation (Pre-UEC)		Date of meeting:	
Curriculum Committee chair: **Kevin deWolde**		Date approved:	~~Oct 23, 2012~~May28, 20
Dean/Associate VP: **Rosetta Khalideen**		Date approved:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. Conduct cash flow valuation calculations using present value.
2. Detail the cash flows and structure of stocks and bonds.
3. Value stocks and bonds.
4. Describe and calculate the tradeoff investors face between risk and return.
5. Assess the risk factors of financial securities such as stocks and bonds.
6. Calculate appropriate risk adjusted discount rates to value securities such as stocks and bonds; Solve problems in capital budgeting, business decisions, and investments involving embedded real options.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Brealey, R., Myers, S., Marcus, A., Maynes, E., & Mitra, D. (2009). *Fundamentals of Corporate Finance* (4th Canadian Edition). Toronto: McGraw-Hill.

Hummelbrunner, S. A. *Contemporary Business Mathematics* (Customized for UFV) (first edition). Pearson Education Canada

SUPPLIES / MATERIALS:

May vary depending on instructor - students will require a plain or financial calculator.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignments	10%
Quizzes	15%
Midterm exam	30%
Final exam	45%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The capital structure of firms.

The time value of money – e.g. single cash flows, multiple cash flows ~~Rate conversions~~

Rate conversions

Risk components of rates

Mortgage/personal finance calculations

Bond valuation.

Stock valuation.

Project analysis.

Risk analysis and capital budgeting.

To: Undergraduate Education Committee Assistant

From: Christina Neigel, Department Head

Date: July 2, 2013

Subject: Proposal for Course Outline changes to: LIBT 265: Work Experience Practicum

Background:

The program, in accordance with the Canadian Library Association's *Guidelines for Library Technician Programs in Canada* maintains a field experience component to the program. This requirement provides a final "capstone" experience for students that is intended to pull their knowledge and experience together in preparation for work in the field.

It is critically important that these changes are made before the next offering of this course (Winter 2014) as the enhancements are significant for prospective graduates in the Spring of 2014.

Rationale for Changes (in order of changes):

Course Description: The language has been improved to more accurately and fully describe the nature of a practicum in library and information technology. In addition, the expectation that students will attend 2 seminars has been inserted. These seminars are intended to provide opportunities for students to more adequately prepare for and respond to their practicums. Finally, in response to legislative requirements, language around criminal records checks has been modified to clearly state that they are necessary before participating in any practicum.

Replaces: This course has operated as LIBT 265 since 2008 and remains under the same number designation.

Total hours: the major change to this course is the reduction of practicum hours from 140 to 70 and the addition of two 3 hour seminars. After having examined the weight of various practicum courses at UFV and other institutions, 140 hours is not in alignment with 1.5 credits, existing as an unfair burden to students (70 hours in more proportionate to other practicums from departments like Criminology and Early Childhood Education). It has also been observed that many of the students have opportunities to acquire important applied skills through employment and volunteer experience that mitigates the reduction of practicum hours. Most significantly, the increased focus on self-analysis through the seminars and a final reflective assignment make the practicum more meaningful to the student's overall learning experience.

Will Transfer Credit be Requested: This has been changed from "No" to "Yes" as it is important for the department to build in mechanisms for transfer credit for those students who may wish transfer their credits to other institutions.

Learning Outcomes: Previously, learning outcomes were minimally expressed. Outcomes have been elaborated.

Methods: Again, methods were minimally expressed and this has been fine-tuned to better illustrate the way in which the course operates.

Methods for Obtaining PLAR: The language has been corrected to accurately reflect how PLAR is assessed for this course.

Student Evaluation: The language has been modified to incorporate the requirement of seminars and a final self-reflective assignment.

Course Content: Again, the language has been modified to incorporate the seminar requirement and other activities at the instructor's discretion.

Budget Implications: None.

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COURSE IMPLEMENTATION DATE: September 1996
COURSE REVISED IMPLEMENTATION DATE: January 2013
COURSE TO BE REVIEWED: January 2019
(six years after UEC approval)   *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.	
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor	

LIBT 265	Library and Information Technology Program	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Work Experience Practicum	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

~~Students will work for a total of 140 hours in a selected site or sites, and~~ This course provides an employer-supervised, on-the-job ~~experience~~placement ~~will be evaluated on their activities while~~ in which students perform~~ing~~ tasks and duties similar to those of ~~suitable to an~~ qualified, entry-level ~~graduate~~ library technicians~~. in selected work sites. Every effort is made to match the interests of the student to the host sites. Work in this course is evaluated as satisfactory/unsatisfactory and grades are not used in calculating grade point averages.~~ To obtain credit, students ~~Participants will~~ are also ~~be~~ required to attend two in-class seminars where they will ~~to~~ discuss workplace expectations and reflect upon their experiences. In keeping with employers' operational requirements, the course requires that ~~s~~Students ~~must be prepared to~~ be available for ~~regular~~ daytime and/or evening ~~work hours for practicum~~ shifts.

Note: A criminal records review ~~may be~~~~will be~~ is required **prior to** confirmation of placement ~~confirmation~~. Students holding ~~The existence of~~ certain ~~types~~ kinds ~~of~~ criminal records ~~may~~ might be ineligible for ~~preclude~~ placement. ~~Students must be prepared to be available for regular daytime and/or evening work hours for practicum.~~

~~Note: Students must meet with the Instructional Assistant to confirm a practicum placement and sign a practicum agreement prior to receiving permission to register.~~

PREREQUISITES:
COREQUISITES:
PRE or COREQUISITES: LIBT 130, LIBT 135, LIBT 140, LIBT 145, LIBT 200, LIBT 220, LIBT 240, LIBT 161, and permission of the instructor.

> **Comment [KDG1]:** Does ts list of courses ensure that only students in their final terms of the Diploma can take the course?

SYNONYMOUS COURSE(S):
(a) Replaces: ~~LIBT 160, LIBT 165~~
(b) Cross-listed with: _____
(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

> **Comment [KDG2]:** Given that this is a revision of a revision, is this required?

TOTAL HOURS PER TERM: ~~140~~76

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	6	Hrs
Laboratory:	_____	Hrs
Field experience:	~~140~~70	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course: _____
Hours per day: _____

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: 1 per year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☒ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

> **Comment [KDG3]:** Do we need to build in the possibility of students transferring this course to other programs (e.g., SAIT) and vice versa?

Course designer(s): ~~Jan Lashbrook Green~~Christina Neigel

Department Head: ~~Jan Lashbrook Green~~Christina Neigel   Date approved:

Campus-Wide Consultation (CWC)   Date of meeting: **n/a**

Curriculum Committee chair: Date approved: **December 2012**

Dean/Associate VP: **Rosetta Khalideen**   Date approved: **December 2012**

Undergraduate Education Committee (UEC) approval   Date of meeting: **February 1, 2013**

LEARNING OUTCOMES:

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

1. Describe and dDemonstrate entry-level knowledge of, and the ability to successfully complete, the daily tasks, duties, and procedures, and functions required of library technicians in organizations such as libraries, and/or information centres, records management departments, and archives.

2. Practice appropriate workplace behaviours (e.g., punctuality, collegiality, and public service) professionalism in a potential employment situation

3. Practice effective and appropriate interpersonal and workplace communication skillsin a potential employment situation

4. Evaluate their workplace performances and reflect upon their practicum experiences in a potential employment situation

5. Demonstrate an understanding of how the overall goals of theinformation organizations are actualized through policies, procedures, and the administration deployment of resources

6. Assess their abilities and interests as a potential information workers

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Students will (a) complete tasks assigned by employers in a given tasks in an appropriate library, information centre, records management department, and/or archives, (b) attend two in-class seminars with the class to discuss workplace expectations and reflect upon and share practicum experiences, and (c) complete a reflective self-analysis.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☒ Other (specify): Practica The completion of a practicum is are mandatory for all students in the Diploma Program. but Sstudents with **exceptional** experiential backgrounds in the field, including those currently working full- or part-time permanent hours in a library or information resource centre or archives may be able eligible to challenge a portion of the total number of hours required to complete the placement portion of the course. hours. Such students Applicants will be required to submit a portfolio that includes, at minimum, a current resume, detailed inventory and self-analysis of the student's relevant skills, knowledge, abilities, and interests, and as a potential library techncian, and representative samples of work. withDocumentation from the student's current employer must outline total number of hours worked within the past 12 months and an explanation of the functions, roles, and responsibilities carried out by the student.

> **Comment [KDG4]:** I deleted the part about full- and part-time work to help prevent a deluge of applications for partial challenge. The emphasis now is on 'exceptional,' which, to me, would include, for example, a para-professional who is also a supervisor.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

No textbook. Required readings and resources at the discretion of the instructor. ne

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

This is a Credit/No Credit course.

Students' workplace performances are assessed by their placement supervisor(s). In order to receive credit for the course, the students must earn be granted a minimum of a "sSatisfactory" designation evaluation from his/her work experience their supervisor(s). Students must also, attend both ance at all in-class seminars, and the satisfactorilyy complete ion of a reflective self-analysis. Additional assignments at the discretion of the instructor. to be completed after the practicum.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. On-the-job Appropriate tasks, duties, and/or special projects, as determined and assigned by placement work experience supervisor(s).

2. In-class sSeminars examiningdiscussing appropriate workplace behaviours, employers' expectations, and a the critical discussionexamination -of, and reflection upon, workplace practicum experiences.

UNIVERSITY OF THE FRASER VALLEY

TERMS OF REFERENCE FOR THE STRUCTURE AND FUNCTION OFFACULTY COUNCILS

FACULTY OF PROFESSIONAL STUDIES

Approved by Senate: December 9, 2011

1. PREAMBLE

In accordance with *the University Act of British Columbia*, c. 468 *RSBC* (1996) faculties of universities are required to make rules for the governance, direction and management of their affairs and to ensure that such affairs are conducted with representation from their membership.

2. ESTABLISHMENT OF FACULTY COUNCILS

In accordance with the University Act and with the amended University Act, 2008, Faculty Councils are hereby established as the senior academic governance bodies of the Faculties at the University of the Fraser Valley and each Council shall be responsible for its Faculty's respective governance and management of academic affairs.

3. MANDATE

Faculty Councils shall:

a. serve as the forum for sharing information and the discussion of academic matters;
b. receive recommendations related to academic programs, including but not limited to: development of new programs, program changes, new courses, and discontinuation of courses;
c. vote on recommendations as related to the above;
d. delegate such authority to Ad Hoc or Standing Committees of the Faculty Council as the Faculty Council may from time to time deem appropriate;
e. transmit recommendations to Senate;
f. pass policies related to the functioning of the Faculty Council and;
g. deal with matters assigned by the Board or Senate;

4. MEMBERSHIP

4.1. Voting Membership

Voting membership of the Faculty of Professional Studies Faculty Council shall be comprised of the following:

a. faculty members;
b. student representatives elected by students in the Faculty, which number is to be determined by the Dean in consultation with the Faculty Council, normally for a one year term;
c. academic advisors (if any) employed within the Faculty;
d. two support staff representatives employed within the Faculty, elected by support staff for a two-year term;
e. a maximum of two sessional instructor representatives, elected by sessional instructors for a one-year term;

f. Departments which offer a major(s) that may be taken as part of a degree program in another faculty will have two designated representatives in that faculty council, with full voting rights in the faculty council, except that they may not stand for election to Senate or vote to elect a senator as member of that faculty council.

g. Dean of the Faculty and;
h. President.

4.2. Ex-Officio and Non-voting Members

Non-voting membership:

i. Secretary to the Faculty Council;
j. Vice-President Academic and Provost;
k. Registrar;
l. one representative each from other Faculty Councils;
m. those invited by the Dean in consultation with the Faculty Council;
n. University Librarian or designate.

5. FACULTY BUSINESS

Faculty business will normally be carried out at regularly scheduled Council meetings where there is a quorum. The Faculty Council has the right to delegate business to Standing Committees and Ad Hoc Committees, which may make recommendations to the Council for consideration. The Dean of the Faculty (or designate) will assume the role of Chair on these committees, until such time as a Chair may be elected by the committee.

a. Standing Committees –will report to the Faculty Council. Standing Committees will consist of Faculty Council members elected by the Council and members appointed by the Dean, with the requirement that the majority of the committee members must be faculty members. Members appointed by the Dean need not be members of the Faculty Council. The Dean is a non-voting ex-officio member of all Standing Committees.
b. Ad Hoc Committees – may be struck by the Faculty Council for specific purposes.
c. The faculty will elect a Chair and Vice Chair for the conduct of Faculty Council meetings. The Chair and Vice Chair will serve two-year, staggered terms. Cancellation of meetings will be at the majority decision of the Chair, Vice Chair

and Dean. The proposed meeting agenda should be approved prior to distribution by the Chair in consultation with the Dean or designate.
d.   Business will be conducted in accordance with Senate Rules of Order.

6. QUORUM

A quorum will consist of at least twenty-five percent (25%) of the voting members of Council.

7. AGENDA AND MINUTES
a.   Minutes will be kept by a Secretary appointed by the Dean;
b.   Agenda, minutes and written reports will be circulated to Council members at least twenty-four hours prior to meetings, though normally Council members will be given at least seven days' advance notice on voting matters.

8. MEETING TIMES

Meetings will be held during the months of September, October, November, December, January, February, March, April and May unless cancelled. Notwithstanding, a majority of the Chair, Vice Chair and the Dean has the right to call a Council meeting at any time if there is urgent business that requires the attention of the Faculty Council.

9. REVIEW OF TERMS OF REFERENCE

The terms of reference will be reviewed at the end of two years after the date of Senate approval.