

**DRAFT AGENDA**  
Professional Studies Faculty Council

Friday, February 20, 2015  
10:00 am – 12:00-noon  
Room A210, Abbotsford Campus

<i>Package Pages</i>	
	<b>Presentation by: Maureen Wideman, Director, Teaching &amp; Learning</b>
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	<b>4. Standing Committee Reports</b> 4.1. Nominations and Elections Committee – <i>Glen Paddock</i> 4.2. Field Education and Practicum Committee – <i>Lucki Kang</i> 4.3. Student Retention & Engagement Committee – <i>Cindy Rammage</i> 4.4. Learning Exchange Committee – <i>David Dobson</i> 4.5. Faculty Newsletter Committee – <i>Maple Melder-Crozier</i> 4.6. Indigenization Committee – <i>Robert Harding</i>
	<b>5. Other Reports</b> 5.1. Reports from other Faculty Councils 5.2. Report from Senate 5.3. Dean's Report

**6. Information Items**

- 6.1. Senate approval of the [Academic Renewal Policy \(224\)](#)
- 6.2. President Executive's approval of the [Adjunct Faculty, Research Associates and Visiting Scholars \(197\)](#)
- 6.3. President Executive's approval of [Overhead Cost Recovery Policy \(225\)](#)
- 6.4. Motions and Actions – January 23, 2015
- 6.5. The next Faculty Council Meeting is **March 20, 2015** in room **A210**

**DRAFT MINUTES**  
**Professional Studies Faculty Council**

Friday, January 23, 2015  
10:00 a.m., Room B140, Abbotsford Campus

**Chair:** Tracy Ryder Glass

**Present:**

Barbara Salingre	Don Miskiman	Kenneth Gariepy	Margaret Coombes
Christina Neigel	Elizabeth Dow	Kevin deWolde	Mark Breedveld
Christine Slavik	Frank Ulbrich	Kirsten Robertson	Maple Melder-Crozier
Chuck Charles*	Glen Paddock	Leah Douglas	Robert Harding
Cindy Rammage	Gillian Bubb	Les Stagg	Rod Hayward
Colleen Bell*	Heather Compeau*	Lisa Moy	Seonaigh MacPherson
Curtis Magnuson	Ian Hunt	Lorne Mackenzie	Sheryl MacMath
Darrell Fox	Kathryn Garcia	Luciana Hakak	Vandy Britton
David Dobson	Karen Power*	Lucki Kang	

**Regrets:**

Amir Hajbaba	Don Dixon	Janet Carroll	Lou Schroeder
Anand Kishore*	Doris Ball	Janice Johnson	Melanie Scott*
Andrea Hughes*	D.J. Sandhu	Joe Ilsever	Mike Ivanof
Awneet Sivia	Fiona McQuarrie	John Hogg	Raymond Leung
Christine Nehring*	Gerry Palmer	Keith Lownie	Ron Wilen*
Cindy Stewart	George Melzer	Kim Milnes	Ron Zitron
Cyrus Chaichian	Jan Lashbrook Green	Liz Wiebe*	Sandy Hill

**Recorder:** Abimbola (Abi) Eke\*

**\* Indicates Non-Voting Member**

**1. ITEMS FOR APPROVAL**

**1.1. Approval of Agenda January 23, 2015**

<p><b><u>MOTION</u></b> <span style="float: right;"><b>Robert Harding/Gillian Bubb</b></span>          THAT the agenda of January 23<sup>rd</sup>, 2015 be approved as presented.</p> <p style="text-align: right;"><b><u>CARRIED</u></b></p>
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**1.2. Approval of Minutes December 12, 2014**

<p><b><u>MOTION</u></b> <span style="float: right;"><b>Vandy Britton/Christine Slavik</b></span>          THAT the minutes of December 12<sup>th</sup>, 2014 be approved as presented.</p> <p style="text-align: right;"><b><u>CARRIED</u></b></p>
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## 2. **NEW BUSINESS**

### 2.1. **Bachelor of Social Work Calendar Changes**

Tabled.

### 2.2. **Curriculum Committee**

Tracy presented the idea of creating a Faculty Council Curriculum Committee. The purpose of this committee would be to review items coming to Faculty Council for quality assessment.

Summary of Discussion:

#### **Pros**

- This committee could serve as an extra pair of eyes to review items coming to Faculty Council
- The creation of a checklist system for all UEC items may be more effective than setting up a new committee, and hence prevent items from being sent back by the UEC Screening Subcommittee
- The creation of a committee would also help streamline the volume of items coming to Faculty Council for approval
- It may be helpful to create a Faculty Council Curriculum Committee that would have the power to move items for approval forward to the UEC Screening Subcommittee

#### **Cons**

- The creation of a Faculty Council Curriculum Committee could add additional work for members
- The role of this committee is unclear, since Faculty Council is expected to be a pre-approval stage for items undergoing revisions for UEC approval
- Some departments/schools already have well-established and effective curriculum committees. These committees are highly functional and therefore, should not be replaced with a Faculty Council Curriculum Committee
- A Faculty Council Curriculum Committee could further delay the approval process

Lisa Moy, Professional Studies UEC representative, reported that UEC is currently discussing forming a screening quality sub-committee.

Tracy to work on getting more clarity from Maureen Wideman, regarding what should be included in learning outcomes. In addition, Tracy will check that UEC and Teaching & Learning have matching expectations for learning outcomes.

**ACTION: Tracy Ryder Glass**

Tracy to review all pros and cons with regard to forming a Curriculum Committee, and bring back to the next Faculty Council meeting.

**ACTION: Tracy Ryder Glass**

### **2.3. Student Academic Misconduct Policy #70 – Tracy Ryder Glass**

Tracy reviewed the policy and shared the following:

- There is a level of “informal process” that should be engaged in prior to going into the “formal process” in the Student Academic Misconduct Policy #70.
  - It is strongly encouraged that faculty have a conversation with their student informing them that the process is moving onto the Director/Department Head.
  - Faculty should then provide their Director/Department Head all details referencing the Student Academic Misconduct Policy; and if the misconduct is plagiarism showing website references.

Faculty Council raised some concerns regarding items 1.1, 3.3, and 3.4 under Regulations in Policy #70.

Tracy to bring these concerns to Dean’s Caucus for further discussion.

**ACTION: Tracy Ryder Glass**

### **3. STANDING COMMITTEE REPORTS**

#### **3.1. Nominations and Elections Committee – Vandy Britton**

No Report

#### **3.2. Field Education and Practicum Committee – Lucki Kang**

No Report

#### **3.3. Student Retention & Engagement Committee – Cindy Rammage**

Maureen Wideman will be attending the February 2015 Faculty Council meeting to present on inclusive learning environment.

#### **3.4. Learning Exchange Committee - David Dobson**

David thanked everyone for attending the December Learning Exchange Initiative.

David announced that Don Miskiman and Luciana Hakak have both signed up to be presenters at the next Learning Exchange Initiative, which is tentative scheduled for May 2015.

#### **3.5. Newsletter Committee – Maple Melder-Crozier**

PS Newsletter Committee met and developed an undated protocol for information gathering for the Newsletter.

A response of intention should be sent to the committee by February 15, 2015, with final articles submitted by February 28, 2015.

Suggestions for content would be:

- an article that shares who you are as a department/school, i.e. your implicit values
- some event from your department/school that you would like to spotlight
- unique things that are done in your department/school regularly

The plan is to have the Newsletter completed and available electronically by March 31, 2015.

### **3.6. Indigenization Committee – Robert Harding**

The committee is working on its Terms of Reference.

A campus-wide Indigenous Studies Curriculum Committee has been developed. This is a university-wide committee that allows Faculty to advise collectively on the new Indigenous Studies degree program.

## **4. OTHER REPORTS**

### **4.1. Reports from Other Faculty Councils**

#### **Faculty of Applied and Technical Studies – Sheryl MacMath**

Sheryl reported on behalf of Sandy Hill. There are two student representatives to this Faculty Council actively making student concerns known.

The Visual Arts Department submitted a proposal to the Faculty of Applied and Technical Studies. They are seeking support for the possibility of transferring the completion of one of ten Trades programs to a Visual Arts degree. There is some resistance to this proposal from OReg around jargon and software. Anticipated difficulties include fitting all the remaining visual art courses into three years and meeting some English language requirements.

### **4.2. Report from Senate – Christine Slavik**

At the last Senate meeting, the following items were carried:

- Revised Terms of Reference for the Indigenization Committee of Senate
- A new Academic Renewal Policy #224 with an implementation date of March 1, 2015.
- Faculty Standards and Criteria
  - Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion
  - The Preamble, Definitions and Academic Ranks
  - The Process for Development and Review of Faculty Standards and Criteria for Tenure and Promotion for an Academic Unit
- A proposal presented by the Faculty of Applied and Technical Studies for a School of Trades

**4.3. Dean's Report – Tracy Ryder Glass**

- Tracy welcomed Kathryn Garcia to Faculty Council
- Tracy and Sheryl will represent the Faculty of Professional Studies as part of the UFV 2025 Visioning Committee

**5. INFORMATION ITEMS**

- 5.1.** General Studies Program Committee Report
- 5.2.** The [website](#) for the Social Work and Human Services Conference on April 28 – May 1, 2015 is now live
- 5.3.** Motions and Actions – December 12, 2014
- 5.4.** Next Faculty Council Meeting – February 20, 2015, Room A210

## Memo for Program Changes

To: **Professional Studies Faculty Council**  
From: **Darrell Fox, Director SWHS**  
Date: **February 10, 2015**  
Subject: **Program change (Bachelor of Social Work)**

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

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

2. Rationale for change(s):

### Major Change:

- **Addition of personal interview and written assessment to assess program and personal suitability for social work. There was an existing statement in the calendar on readiness for and interest in social work and demonstration of personal suitability. We have added a clearer statement that is consistent with other UFV departments. Only those who meet the academic and other requirements will be interviewed.**

### Major Change:

- **Addition of Educational Equity. CASWE Accreditation Standards require we have this. The process will be clearly identified in the admission package.**

### Edits made to BSW calendar:

- **Clarity in language regarding application for registration with the BC College of Social Workers**
- **Clarification of Arts and Science courses required for pre-admission to BSW, in order to line up with CASWE Accreditation Standards.**
- **Language on conditional admits removed as this has caused confusion. We have consistently had enough applicants who meet the criteria.**
- **The criteria of GPA of 2.67 has been in place for several years..., addition of clear statement in calendar was required that indicates those without the GPA will not be considered.**



- Removal of recommended courses section as this changes.
- Added a general statement that credits from Community Support Worker and Diploma can apply towards BSW....previous statement was confusing.
- Provided clarification of requirements of the existing 400 hours
- Removed the questions for the personal statement from the calendar as these are subject to change
- Provided clarity for reference letters
- Clearer language on requirements of Criminal Record Check.
- Clarity on continuance in program...GPA requirement to graduate and continue in field placement courses.
- Removed language on part-time studies as the program does not have a formal part time option,
- Simplified language of field placement section
- Added statement on academic warning in field section
- Clarity in dates for application to graduate

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

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

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

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

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

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

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

**Students will be required to take their Arts and Science electives prior to applying for admission to the BSW. The number of electives has not changed. The timing has been clarified to have students take the courses prior to application to the BSW as per CASWE Accreditation standards.**

Social Work and Human Services  
[ufv.ca/swhs](http://ufv.ca/swhs)

### **Bachelor of Social Work degree**

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The UFV Bachelor of Social Work program prepares social workers for professional practice, reflecting principles of social justice, equality, and respect for diversity. The BSW program ~~has full accreditation with~~ is fully accredited by the Canadian Association for Social Work Education (2012-2020). ~~BSW graduates~~ Students graduating with a BSW degree meet UFV institutional learning outcomes and ~~the requirements of~~ are eligible to apply for registration with the British Columbia College of Social Workers ~~for registration~~ (RSW).

Social work education is a critical process that respects diverse sources and forms of knowledge while encouraging dissent. UFV Social Work faculty are committed to scholarship, including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed. Program content addresses the structural barriers that prevent people from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression, graduates will have the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in diverse and cross-cultural environments. The program contributes to the knowledge base of social work through partnerships with professional and local communities.

All individuals, families, groups, and communities are entitled to be treated with respect, justice, and without discrimination. Faculty seek to provide equitable educational opportunities and participation of those groups experiencing systemic oppression. Valuing our community base, we seek to promote social change.

Graduates will be prepared to work with individuals, families, groups, and communities in a variety of settings, funded by both government and non-government sources, including, but not limited to: child welfare, programs and services for women, immigration and cross-cultural services, family and community services, health care, mental health, corrections, addictions, services for the elderly, unemployment and income security programs, Aboriginal settings, and services and programs for people with disabilities and special needs.

### **Entrance requirements**

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#### **Academic Entrance Requirements**

1. Applicants must have ~~48-60~~ general university-level ~~qualifying Arts and Science~~ credits by May 1st of the year of application. ~~(48 of the 60 credits which must be Arts and Science electives - see Note 2s 1 and 3).~~ A current list of Arts and Science courses is available at <http://www.ufv.ca/swhs>

- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1<sup>st</sup> of the year of application will have to re-apply for the next intake.~~
- ~~Pending available space, applicants who do not have 48 60 credits by May 1st may be considered as 'conditional admits' to the program if the credits are completed by August 31<sup>st</sup>. (see Note 1).~~
- ~~Students who are conditionally admitted and who have not completed the 48 credits by the end of the late summer semester will have to re-apply for the next intake (see Note 1).~~
- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1<sup>st</sup> of the year of application will have to re-apply for the next intake.~~

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2. Students must have an overall GPA of 2.67 for the 60 course credits applied towards their BSW application. Students with a GPA lower than 2.67 will not be considered for admission.

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~~courses applicable to the BSW.~~

3. These ~~48 60~~ credits must consist of the following: ~~(see Note 1):~~

- ~~6~~ credits of SOWK 110 and SOWK 210
- ~~54~~ general university transfer credits, transfer 48 of which are Arts and Science credits, including:
  - ~~3~~ credits of English composition (i.e. CMNS 155 or ENGL 105);
  - ~~3~~ credits of English literature (i.e. ENGL 108-170);
  - ~~3~~ credits of introductory statistics (i.e. STAT 104 or PSYC 110)

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~~4. The 48 university-level qualifying Arts and Science credits must include the following (see note 1):~~

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- ~~three~~ credits in English composition (i.e. CMNS 155 or ENGL 105);
- ~~three~~ credits of English literature (i.e. ENGL 108-170);
- ~~three~~ credits of Human Development (i.e. SOWK 225 or PSYC 250);
- ~~and three~~ credits of Introductory Statistics (i.e. STAT 104 or PSYC 110).

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Recommended courses:

- ~~3~~ credits of Sociology of Families (i.e. SOC 331 or SOWK 283) (see Note 12).
- ~~One of SOC 331 or SOWK 283 is a prerequisite for SOWK 483. SOWK 483 is a requirement of the BSW Child Welfare Specialization and is an elective in the BSW Generalist option.~~

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~~Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program may be eligible to receive up to 15 a six credits block for the completed certificate and 45 a 12 credits block for the completed diploma. Students who have completed practica within while enrolled in these programs may receive extra points on their application. These 12 credits otherwise can come from any university-level UFV course or UFV assigned transfer credit, as long as they are deemed equivalent (100 level or higher).~~

~~Students who have completed the UFV Community Support Worker Certificate or UFV Social Services Diploma Program can apply specific course credits towards the 60 credits required for the BSW application. Further details can be obtained from the SWHS Program Advisor.~~

~~Note 1: As of September 2015, applicants will be required to have 60 credits by May 1st of the year of application. The 60 credits must include 54 credits of university-level credits (at least 42 credits of qualifying Arts and Science electives).~~

~~Note 12: Credit toward the 60 required credits for the BSW application is provided for only one of SOWK 225 or PSYC 250 and one of SOWK 283 or SOC 331.~~

~~Note 123: A current list of qualifying Arts and Science courses is available at <http://www.ufv.ca/swhs/application-information--forms/ufv.ca/swhs>.~~

### Other entrance requirements

~~45. Applicants must complete a minimum of have 400 hours of recent (see Note 4), paid or volunteer supervised work experience in the human services field supervised by a para-professional or professional, either paid or voluntary, which may This can include hours in practica.~~

~~Note 4: The experience must be within three years of application. It is recommended that students be engaged in volunteer or paid supervised work in human services at the time of application.~~

~~56. Program and personal suitability as determined through a personal interview and written assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements. Readiness for and interest in social work and demonstration of personal suitability.~~

~~67. All applicants must be aware of, willing, and able to uphold the Social Work Code of Ethics and Standards of Practice.~~

~~8. Written assignment on campus at time of interview.~~

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~~Note 5: Please see the [Field Placement/Practica regulations and details](#)' section below.~~

Students who do not meet these requirements might consider [Open Studies](#).

### **Criminal record check**

~~Under the Criminal Records Review Act, students in a professional post secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is the student's responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on process is provided by the School.~~

### **When to apply**

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~~Applications deadline is January 31st. are accepted for entrance Admission to the BSW program is into the Fall semester, only, with an application deadline of January 31. All completed applications submitted by January 31stthis date will be reviewed. Applications received after this date will be considered only if space permits. See [specific intake application process](#) for more information.~~

### **How to apply**

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Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

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~~1. To be considered for [admission to the Fall semester entrance \(September\)](#), completed applications must be received by January 31 of the year of application.~~

~~UFV Application: [apply online at ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply) by January 31st.~~

~~To apply to the BSW program, all additional documents must be completed and submitted to OReg by January 31<sup>st</sup>. These documents are available at <http://www.ufv.ca/swhs>~~

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~~Applicants are eligible to apply while completing a UFV Social Services Diploma provided all pre-requisite courses and the required 60 course credits for application will be successfully completed by May 1st of the year of application.~~

~~Applications received after January 31st may be considered, but only if space is available.~~

~~Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.~~

## Fees and Additional Costs

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~~2-~~ Upon admission to the BSW program, students will be provided with registration information from OReg. Please see ~~- A deposit is required upon registration (see the Fees and Other Costs section). This money deposit will be applied toward your tuition towards tuition fees. Final payment of all course fees is due at the end of the second week of classes.~~

~~3- In cases where interim transcripts are submitted, an admission decision may be made conditionally upon completion of academic requirements. Proof of completion of entrance requirements is due at the end of the first week in May for Fall admissions.~~

~~Additional documents required for a complete application::~~

### Documents required for applications to be considered complete:

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~~• UFV Application: apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).~~

#### • Completed UFV online application

- ~~• Official, sealed transcripts (or interim transcripts) from all previous post-secondary institutions showing grade/course achievement as per entrance requirements.~~
- ~~• SWHS Additional Application Information Form detailing **your past work/volunteer** experience and education ([available at <http://www.ufv.ca/swhs/application-information-forms/ufv.ca/admissions/forms>](http://www.ufv.ca/swhs/application-information-forms/ufv.ca/admissions/forms)).~~
- ~~• A personal statement (typed, double-spaced, between 800 to 1,000 words in length) **to assess your professional suitability for social work.**~~

~~that addresses the following questions:~~

- ~~—i. Why do you want to become a social worker?~~
- ~~—ii. What kinds of life/work/volunteer experiences have you had that contributed to this decision?~~
- ~~—iii. What experiences have you had that prepare you for social work in a culturally diverse environment?~~
- ~~—iv. What do you see as the most pressing social problem or issue facing Canadian society? Why?~~

~~• Two **recent satisfactory** letters of reference from social workers or **paraprofessionals who have supervised you in related human service** work, practicum, or volunteer **experience, supervisors** should be submitted with your **the** application package. These must be on reference forms available from the School of Social Work & Human Services or they can be original, signed letters on letterhead, addressing the criteria on the reference forms.~~

## Basis for admission decision

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~~Applications will be reviewed using a point rating system. Complete applications will be evaluated in the following areas: according to the following categories/criteria:~~

~~1. Academic ~~experience~~ history/GPA, including GPA and number of credits (scored out of 40/35). The higher the applicant GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale;~~

~~2. Interview with written assessment~~

~~3. Work and/or volunteer experience in the human services field (scored out of 25);~~

~~4. Letters of reference (scored out of 10); and~~

~~5. Applicant Personal statement (scored out of 25); and~~

~~6. Educational Equity. Applicants who are part of traditionally marginalized groups and elect to identify themselves in their application material (scored out of 5).~~

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### Criminal record check

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is the student's responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on process is provided by the School.

### Academic regulations

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In completing the BSW program, students are required to have:

- a minimum of 60 credits of Social Work (SOWK) courses and a minimum of 60 credits of ~~qualifying Arts and Science courses; general university transfer credits~~ (48 credits of which are arts and science electives).

~~(A minimum of 30 upper-level Social Work credits must be completed at UFV.)~~

- a minimum of 30 upper-level Social Work credits must be completed at UFV, ~~maintain~~

- a minimum BSW program GPA of 2.67 ~~to register for the field~~ ~~for practicum placements~~ and 2.67 for graduation. ~~Students with a GPA of less than 2.67 will be required to withdraw.~~

- obtain a C ~~or~~ (2.0) or better in each SWHS course ~~to proceed~~ ~~continue~~ in the program ~~including the field placement.~~

~~. Students are required to retake SWHS courses where they receive a C (2.0) grade or lower. As per UFV policy a course can be taken twice.~~

~~Credits that SWHS courses that are over 10 years old will not be considered for credit towards the BSW program, old may be stale dated; students should check with the Program Advisor regarding transferability.~~

Acceptance into the program does not guarantee a field placement.

A ~~satisfactory~~ criminal record check ~~clearance letter issued through the~~ completed through the Ministry of Justice is required prior to ~~registering for the~~ field placement.

~~The BSW program is a full time academic program that is completed over two years.~~

~~Students who are not able to complete the program over the two years are to notify the school.~~

~~Students needing to switch to Part-time students status may be required to complete additional requirements if it takes them more than five years to finish the third and fourth year courses. In planning their programs, part-time students should make particular note of course prerequisites, corequisites, and sequencing. Consulting with the Program Advisor before registering into specific courses is recommended. Enrolment to field education courses is particularly dependent on the student successfully completing the appropriate course corequisites and prerequisites.~~

~~Students in other degree programs may be granted permission to register in a maximum of two five upper level Social Work courses without being in admitted to the BSW program. Students must meet the prerequisites for these courses. Taking SWHS courses through Open Studies does not guarantee eligibility for student admission to the BSW program.~~

### **Field placement/Practicum regulations and details**

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All students are required to complete two field placements in the BSW program. ~~Complete policies and procedures are outlined in the BSW Field Education Manual, available on the SWHS website.~~ Acceptance into the BSW program does not guarantee the student a field placement.

~~In accordance with the Criminal Records Review Act, completion of a BC Criminal Record Check is required before students can register for the field placement. This is the responsibility of the student.~~

~~Students who are on academic warning or subject to academic or non-academic student conduct proceedings will not ordinarily be permitted to register in the field placement.~~

To ~~be eligible to apply~~ register for the field placement, the following criteria and requirements must be met:~~apply:~~

- ~~Completion of prerequisites with a grade of C or better as per Academic regulations~~
- ~~Completion of co-requisites with a grade of C or better or~~
- ~~Registration in co-requisites~~



- Submission of the BSW Field Application Request form
- Submission of a resume and cover letter in the required format
- Interview with the Field Education Coordinator
- Completion of the Practice Guideline Acknowledgment Form
- Criminal record check clearance letter issued by the Ministry of Justice
- BSW program GPA of 2.67

- completion of prerequisites
- BSW program GPA of 2.67
- acceptance into the program does not guarantee the student a field placement. A satisfactory criminal record check completed through the Ministry of Justice is required prior to field placement.

The Field Education Coordinator will work collaboratively with each student to identify field placement sites which that respond to individual learning interests of students and meet the program criteria.

Field placement sites are located in the Fraser Valley and across the Lower Mainland. The School strives to place students in their home communities if possible. Students are responsible for transportation to and from field placement sites. Most field placements will require students to have a valid driver's license and access to an insured vehicle. Students are responsible for maintaining professionalism in the field placement.

Field placements in the BSW program are set up as block placements during the winter term from January to April. Part time students do have the option of completing their field placement in the fall term from September to December. Students are expected make themselves to be available to be in the field placement. Third year field placements require students to be available for three days (21 hours) per week. Fourth year field placements require students to be available for four days (28 hours) per week. Students are required to attend a mandatory bi-weekly seminar for both third and fourth year field placements.

- The School is not ordinarily able to facilitate evening or weekend placements. Students need to plan accordingly.
- Students must be available weekdays, during regular office hours
  - SOWK330 is three days a week for a total of 21 hours per week
  - SOWK430 is four days a week for a total of 28 hours per week

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~~All field placements and field instructors are approved through the Field Education Coordinator. For complete details, please refer to the [BSW Field Education Manual](#).~~

~~Students who have extensive social work experience supervised by a Social Worker prior to admission may be eligible to challenge the third year field placement. Please refer to the [BSW Field Education Manual](#) for application criteria and approved process.~~

~~Any decisions about offering students the opportunity to Challenge the third year field placement (SOWK 330) will be at the sole discretion of the School.~~

~~PLAR: Students cannot challenge SOWK330 with the same experience used to challenge a Diploma level field placement.~~

~~The fourth year field placement SOWK430 is not open to PLAR/Challenge.~~

~~Note: Admission to the program does not guarantee a field placement. The field placement requires a separate application process and all criteria must be met, including a criminal record check through the Ministry of Justice.~~

## **Graduation**

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It is the student's responsibility to [apply for graduation by April 1st](#) and ensure that all program requirements are met [by April 30th](#). ~~This should be done in consultation with the Program Advisor.~~ <http://www.ufv.ca/admissions/graduation/>

### **Graduation requirements:**

- 60 credits of 100- and 200-level courses:
  - 6 credits of SOWK 1~~10~~ and 210
  - 54 credits of University-level credits (at least ~~48~~2 credits must be ~~qualifying~~ Arts and Science electives)
- 60 credits of 300- and 400-level courses:
  - 6 credits of 300- and 400-level ~~qualifying~~ Arts and Science electives
  - 54 credits of 300- and 400-level SOWK courses

~~Students must apply for graduation by completing a request to graduate form available at the Office of the Registrar. This must be done no later than April 1, with program requirements completed by April 30.~~

Program outline

(Subject to change as per CASWE Accreditation Standards.) <http://caswe-acfts.ca/commission-on-accreditation/coa-standards/>

Third year

**Semester V (Fall)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
SOWK 300	Social Work Practice with Individuals	3
SOWK 311	Social Work Theory and Ethics	3
SOWK 312	Legal Knowledge for Social Work Practice	3
SOWK 320	Anti-Racist and Cross-Cultural Social Work	3
Elective	Upper-level <del>qualifying</del> Arts and Science elective	3
Total		15

**Semester VI (Winter)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
Elective	SOWK Group A	3
SOWK 330	Practicum I (3 days per week, plus <del>one</del> bi-weekly seminar classes)	6
SOWK 392	Aboriginal Social Work	3
Elective	Upper-level <del>qualifying</del> Arts and Science elective	3
Total		15

Fourth year

**Semester VII (Fall)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
Electives	SOWK Group A	3
Elective	SOWK Group B	3
Elective	SOWK Group B	3
Total		15

### Semester VIII (Winter)

Course	Title	Credits
SOWK 430	Practicum II (4 days per week, plus online seminar)	9
Elective	SOWK Group A or B	3
Elective	SOWK Group B	3
Total		15

Program Total 60

#### Electives

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level [Arts and Science](#) electives. ~~University level Arts electives which contribute to the breadth of the student's knowledge should be chosen in consultation with the Program Advisor.~~

#### SOWK Group A electives

Students must complete a minimum of two SOWK Group A electives:

Course	Title	Credits
SOWK 301	Social Work Practice with Groups	3
SOWK 380	Social Work and Community Development	3
SOWK 483	Family Centred Social Work	3

#### SOWK Group B electives

Students must complete four SOWK Group B electives unless they choose to complete all three Group A electives, in which case they are required to complete three Group B electives:

Course	Title	Credits
SOWK 394	Substance Misuse Issues	3
SOWK 450	Social Work in Health Care	3
SOWK 490	Gerontological Social Work	3
SOWK 491	Child Welfare	3
SOWK 493	Feminist Social Work	3
SOWK 496	Disability Issues	3
SOWK 497	Social Work in Mental Health	3

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see [this section](#).

~~Certificate in Extended Studies in Social Work: Child Welfare specialization~~

~~Students who have completed the Bachelor of Social Work degree may be eligible to complete the requirements for the Child Welfare specialization. Please see [this section](#) for more details.~~

Course listings

For complete details on courses see the [course descriptions](#) section.

## Memo for Course Changes

To: Professional Studies Faculty Council/UEC Screening Subcommittee

From: Dr. Frank Ulbrich, Director, School of Business

Date: January 21, 2015

**Subject: Proposal for revision of (insert title of course)**

BUS 227, New Business Development

BUS 326, Measuring Marketing Effectiveness

BUS 349, Financial Management I

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: prerequisite course, BUS 149, renumbered to BUS 249

2. Rationale for change: BUS 149 (a prerequisite for BUS 227, BUS 326 and BUS 349) has been renumbered to BUS 249. Official course outlines updated to include the renumbered course, BUS 249.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Yes, BUS 349 is cross listed with ECON 349 (owned by the School of Business).

5. Which program areas have been consulted about the change(s)? School of Business, Economics

6. What consideration has been given to indigenizing the curriculum? n/a

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

8. 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 n/a
- b. Class size limit n/a

- c. Frequency of offering n/a
  - d. Resources required (labs, equipment) n/a
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
10. Estimate of the typical costs for this course, including textbooks and other materials: n/a



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 09/15/14

Winter 1995  
 September 2013  
 September 2019

## 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 227	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> New Business Development <b>Course Short Title (if title exceeds 30 characters):</b>																	
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> School of Business																
<b>Calendar Description:</b> <p>A comprehensive course in how to establish a small business. Topics include buying a business, franchises, starting your own business, sources of financing, forms of business, determining location, and the management strategies of marketing, finance, production, inventory control and human resources. This course concludes with the development of a business plan.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>																	
<b>Prerequisites (or NONE):</b>	BUS 120; BUS 160 or CIS 110; BUS 144 or 145; <del>BUS 149 (formerly BUS 162)</del> BUS 249 (formerly BUS 149, BUS 162); BUS 100; and CMNS 125.																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">7</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Case studies</td><td style="text-align: center;">8</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>	Lecture hours	30	Seminars/tutorials/workshops	7	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Case studies	8	<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, _____ repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
Lecture hours	30																
Seminars/tutorials/workshops	7																
Laboratory hours																	
Field experience hours																	
Experiential (practicum, internship, etc.)																	
Online learning activities																	
Other contact hours: Case studies	8																
<b>Total</b>	<b>45</b>																
<b>Maximum enrolment (for information only):</b> 36																	
<b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester																	
<b>Department / Program Head or Director:</b> Dr. Frank Ulbrich, Director	<b>Date approved:</b>																
<b>Faculty Council approval</b>	<b>Date approved:</b>																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b>																
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass, Dean	<b>Date approved:</b>																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>																



**Learning Outcomes**

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

1. Describe the requirements for success in an entrepreneurial career.
2. Demonstrate the dynamics of the new venture start-up and development process.
3. Assess entrepreneurial potential and the important relationships between personal planning, level of commitment, and the creation of a new entrepreneurial venture.
4. Evaluate of the problems, environment, and opportunities that exist for new ventures in Canada.
5. Justify the importance of business planning in the creation and establishment of new business ventures.
6. Formulate the essential components of a successful business plan.
7. Conceptualize how a new business venture can grow from a single original concept into a high-growth operation.

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, seminar, and case studies.

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

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

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Balderson, D.W.	Canadian Entrepreneurship and Small Business	<input checked="" type="checkbox"/>	McGraw-Hill Ryerson	
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

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

**Typical Evaluation Methods and Weighting**

Final exam:	40%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Business Plan:	35%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

**Typical Course Content and Topics**

*Course content varies by instructor. The recommended course content is as follows:*

- Role of small business in Canada
- The small business decision
- Evaluation of a business opportunity
- Organizing a business
- Buying a business
- Franchising
- Financing the small business
- Marketing management
- Financial management
- Operations management
- Human resource management
- Tax management
- Managing growth



ORIGINAL COURSE IMPLEMENTATION DATE: 2007  
 REVISED COURSE IMPLEMENTATION DATE: 2013  
 COURSE TO BE REVIEWED: (six years after UEC approval) 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> BUS 326	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Measuring Marketing Effectiveness <b>Course Short Title (if title exceeds 30 characters):</b>																	
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> School of Business																
<b>Calendar Description:</b> <p>Managing the effectiveness of company resources spent on advertising is a main focus of senior marketing managers. In this course, students explore the principles used in developing accountability measures for marketing activities. Performance metrics cover a broad range of marketing related activities including: measuring customer value; mapping the behaviour of production and overhead costs and their influence on break-even revenue and unit sales; customer, product, and segment profitability; and setting performance targets for each of the promotion mix elements used by a company in its media strategy.</p> <p>Note: Students with credit for 390H cannot take this course for further credit.</p>																	
<b>Prerequisites (or NONE):</b>	BUS 120, <del>BUS 149 (formerly BUS 162)</del> BUS 249 (formerly BUS 149, BUS 162), and BUS 247.																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>BUS 390H</b> Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Case Studies</td><td style="text-align: right;">10</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table>	Lecture hours	35	Seminars/tutorials/workshops		Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Case Studies	10	<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
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Other contact hours: Case Studies	10																
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<b>Department / Program Head or Director:</b> Dr. Frank Ulbrich, Director																	
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<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass, Dean																	
<b>Date approved:</b>																	
<b>Undergraduate Education Committee (UEC) approval</b>																	
<b>Date of meeting:</b>																	

**Learning Outcomes**

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

1. Discuss the evolution of a marketing performance metrics system.
2. Develop and implement a marketing metric system for product positioning and customer profitability.
3. Design and implement a marketing metric system to evaluate brand positioning, pricing strategy, and customer value.
4. Develop and implement a marketing metric system to evaluate traditional media spend.
5. Design and implement corporate performance tracking system using comparative industry standards using real company data.

**Prior Learning Assessment and Recognition (PLAR)**

Yes       No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

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

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

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

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Ambler, T.	Marketing and the Bottom Lines	<input checked="" type="checkbox"/>	Prentice Hall	
2.	Course notes comprised of in-class cases and copyright materials from Robert S. Kaplan, Balance Scorecard; Clyde M. Creveling, Six Sigma and Marketing; Dominique M. Hanssens, Leonard J. Parsons, and Randall L. Schultz, Marketing Response Model: Econometric and Time Series Analysis.	<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Use this section for supplies and materials for all sections of this course. N/A

**Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case analyses:	40%	Group written assignment and presentation:	30%	Other:	%	Total:	100%

**Details (if necessary):**

**Typical Course Content and Topics**

Recommended course content is as follows:

- Cost behaviour including variable cost and fixed costs, breakeven analysis, and activity-based costing
- Pricing for long-run profitability
- Measuring Customer Value using EVE and Fair Value Line
- Measuring Product and Product line price strategy profitability
- Measuring Customer profitability by sector and individually
- Traditional financial media marketing metric development and implementation process for the promotion mix
- Measuring Marketing Lifecycle performance using non-financial metrics for the promotion mix activities
- Benchmarking and dashboards



ORIGINAL COURSE IMPLEMENTATION DATE: October 1996  
 REVISED COURSE IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## 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 349	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Financial Management I <b>Course Short Title (if title exceeds 30 characters):</b>																	
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> School of Business																
<b>Calendar Description:</b> <p>This course will explore the principles of successful corporate financial management, and will therefore target various aspects of managing an organization financially. As a result, the focus of the course is theory and application to the areas (among others) of financial analysis, valuation, capital budgeting, and risk.</p> <p>Note: This course is offered as BUS 349 and ECON 349. Students may take only one of these for credit.          Note: Students with credit for ECON 349 cannot take this course for further credit.</p>																	
<b>Prerequisites (or NONE):</b>	BUS 143, <del>BUS 149 (formerly BUS 162)</del> BUS 249 (formerly BUS 149, BUS 162), and BUS 226 (formerly BUS 301).																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: <b>ECON 349</b> Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>	Lecture hours	30	Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
Lecture hours	30																
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Online learning activities																	
Other contact hours:																	
<b>Total</b>	<b>45</b>																
<b>Department / Program Head or Director:</b> Dr. Frank Ulbrich, Director																	
<b>Faculty Council approval</b>	<b>Date approved:</b>																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b>																
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass, Dean	<b>Date approved:</b>																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>																

**Learning Outcomes**

The fundamental objective of the course is to enable the students to come to understand the domain and financial management of an organization.

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

- understand the concepts, techniques, facts, and theories that are critical to financially manage an organization.

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, problem-solving discussion, case analysis, and stock market simulation.

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

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

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Ross, Westerfield, Jordan, and Roberts	Fundamentals of Corporate Finance	<input checked="" type="checkbox"/>	Irwin	
2.	Gitman and Hennessey	Principles of Corporate Finance	<input checked="" type="checkbox"/>	Pearson	
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

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

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

**Typical Evaluation Methods and Weighting**

Final exam:	50%	Assignments:	%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Research paper or case analysis:	20%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

**Typical Course Content and Topics**

Given the description above, the course will focus on:

1. Objectives of financial management
2. Financial statements analysis, free cash flow, and managing growth
3. Financial and operating leverage
4. Corporate financial planning
5. Corporate and personal taxation
6. Mathematics of finance review
7. Security valuation
8. Capital budgeting and WACC
9. Risk, two stock portfolios, and introduction to CAPM

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ECON 349	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Financial Management I <b>Course Short Title (if title exceeds 30 characters):</b>	
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> School of Business
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>BUS 349</b> for the official course outline.	
<b>Calendar Description:</b> This course will explore the principles of successful corporate financial management, and will therefore target various aspects of managing an organization financially. As a result, the focus of the course is theory and application to the areas (among others) of financial analysis, valuation, capital budgeting, and risk.  Note: This course is offered as BUS 349 and ECON 349. Students may take only one of these for credit. Note: Students with credit for BUS 349 cannot take this course for further credit.	
<b>Prerequisites (or NONE):</b>	BUS 143, <del>BUS 149 (formerly BUS 162)</del> BUS 249 (formerly BUS 149, BUS 162), and BUS 226 (formerly BUS 301).
<b>Corequisites (if applicable, or NONE):</b>	
<b>Pre/corequisites (if applicable, or NONE):</b>	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: <b>BUS 349</b> Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .
<b>Department / Program Head or Director:</b> Dr. Frank Ulbrich, Director	<b>Date approved:</b>
<b>Faculty Council approval</b>	<b>Date approved:</b>
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b>
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass, Dean	<b>Date approved:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

**Date:** February 11, 2015

**TO:** Dr. Tracy Ryder Glass  
Dean, Faculty of Professional Studies  
  
Professional Studies Faculty Council

**From:** Dr. Kenneth D. Gariepy  
Department Head, Library & Information Technology

**Subject:** Proposal for new course: LIBT 399 - Advanced Topics in Library and Information Technology

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### Rationale for the Course

The LibIT Department proposes a new course, **LIBT 399 - Advanced Topics in Library and Information Technology**. It is a three-credit, senior-level, project-based course that focuses on specific topics(s) of study relating to library work and/or information and technology studies (LIBT).

The course would help address the needs of students preparing for a knowledge-driven economy by taking up themes and topics that relate to knowledge-rich work as described by the OECD.<sup>1</sup> This type of work emphasizes the development of intra-personal skills, especially teamwork, self-management, problem-solving, and communication skills, as ways of applying information and communication technologies. As such, the course would offer an opportunity for interdisciplinary study that emphasizes the development and strengthening of less 'traditional' (i.e., library-related) learning outcomes. The Dept. believes this is one way of helping to improve students' marketability in an increasingly tight labour market where employment opportunities are often outside libraries, archives, and other publicly-funded information centres. This is in keeping with the emerging outcomes of the Program & Unit Reviews.

LibIT faculty possess a wide range of knowledge, expertise, and interests that could be leveraged to support various advanced topics within the course. The course would also provide students with an opportunity to learn from non-LibIT faculty, visiting professors, sessional instructors, guest lecturers, practitioners, and others who are willing to share non-traditional, industry-level expertise on topics such as

- coalition building through community-led programming;

<sup>1</sup> OECD.(2001). *Competencies for the knowledge driven economy*. Retrieved from <http://www.oecd.org/innovation/research/1842070.pdf>

- management of intellectual capital;
- intellectual freedom, social responsibility, and reflective practice; and
- knowledge and service collaborations with Indigenous communities.

The potential for co-teaching across departments within and outside Professional Studies and the development of interdisciplinary topics is already being explored. For example, a LibIT and a School of Business professor are discussing the possibility of cross-listing LIBT 399 with BUS 307 or 390 to deliver an advanced course that would introduce students to the notions of 'place' and 'place-making' as they relate to program and business development in local communities.

### **Fit with Existing LibIT Programs**

The course would provide students with upper-level elective credits that can be applied towards either the Diploma in Library and Information Technology or the Library Technician Post-Diploma Certificate. It would also be open to students across the University who have already earned 30 credits or who do not hold 30 credits but have the instructor's permission to register.

### **Alignment among Learning Outcomes**

Table 1 illustrates some of the important ways in which the outcomes of the proposed course align with both the Institutional Learning Outcomes (ILOs) and the *Guidelines for the Education of Library Technicians*,<sup>2</sup> which are the bases of LibIT programs.

<sup>2</sup> Canadian Library Association. (2011). *Guidelines for the education of library technicians*. Retrieved from [http://www.cla.ca/Content/NavigationMenu/CLAAatWork/InterestGroups/LibraryTechnicians/CLA\\_LTIG\\_guidelines.pdf](http://www.cla.ca/Content/NavigationMenu/CLAAatWork/InterestGroups/LibraryTechnicians/CLA_LTIG_guidelines.pdf)



**Table 1. Alignment among Course-level Learning Outcomes, the ILOs, and the CLA’s *Guidelines*<sup>3</sup>**

<u>Course-level Learning Outcomes</u>	<u>ILOs</u>	<u>CLA Guidelines</u>
<ul style="list-style-type: none"> <li>Through secondary literature and learning activities, students will be exposed to problems of practice</li> <li>Solve potential problems associated with the development and completion of the project</li> </ul>	Initiate inquiries and develop solutions to problems	<ul style="list-style-type: none"> <li>Broadening students’ “general knowledge”</li> <li>“Excellent abilities” in terms of               <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Independent and team work</li> <li>Interpersonal interactions</li> <li>Flexibility</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Apply learning acquired from other courses and personal experiences to the project</li> <li>Take a critical approach to examining existing knowledge and literature relating to the project</li> </ul>	Analyze critically and imaginatively	<ul style="list-style-type: none"> <li>“Excellent abilities” in terms of               <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Flexibility</li> </ul> </li> <li>Use specialized resources for finding information in selected areas (e.g., health).</li> <li>Compile bibliographies on defined subjects</li> </ul>
<ul style="list-style-type: none"> <li>Gather and organize information for the purpose of creating a group project</li> <li>Take a critical approach to examining existing knowledge and literature relating to the project</li> </ul>	Demonstrate information competency	<ul style="list-style-type: none"> <li>“Excellent abilities” in terms of               <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Independent and team work</li> <li>Flexibility</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Academic writing and public speaking</li> </ul>	Communicate effectively	<ul style="list-style-type: none"> <li>“Excellent abilities” in terms of               <ul style="list-style-type: none"> <li>Communication</li> <li>Interpersonal interactions</li> <li>Independent and team work</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Assess the success of group interactions through self-reflection and peer evaluation</li> </ul>	Pursue self-motivated and self-reflective learning	<ul style="list-style-type: none"> <li>Possess the human relations skills needed to participate as team members and to assume supervisory responsibilities as well as to interact effectively with library users</li> </ul>

<sup>3</sup> Because the *Guidelines* emphasize ‘traditional’ skills, the degree to which they will align with LIBT 399 outcomes will vary, depending on the topic(s) addressed in specific iterations of the course.

### **Requirements beyond the Discipline**

The course will not be required beyond the discipline of LIBT.

### **Consultation with Program Areas**

As mentioned, there are ongoing discussions between a faculty member in LibiT and the School of Business regarding the feasibility of cross-listing the course for a specific topic.

### **Discipline Designation**

No new disciplinary designation is required.

### **Considerations for Indigenization**

As suggested in the draft of the Official Course Outline, LIBT 399 would provide space for Indigenous topics such as knowledge and service collaborations with Indigenous communities.

### **Eligibility for PLAR**

The course would be eligible for PLAR.

### **Budget Implications**

The Dept. does not anticipate any negative budget implications associated with the course. Offered only occasionally, it would be taught by Type B faculty as part of their regular workloads. In cases where the course might be cross-listed, being the home department, LibiT would receive its regular share of tuition revenue. If the course is co-taught with another faculty member, the assumption is that it would count as 0.5 section workload for each instructor.

Precedents within the Faculty of Professional Studies for the class-size limit are BUS 390 and ADED 330.

The course would not require resources beyond what UFV already provides (i.e., existing classroom and lab space, the University Library, and Blackboard).

## **Field Trips**

Local field trips may be required for specific iterations of the course. Field trips are already part of three other courses in the Diploma Program: LIBT 161 - Work Place Site Visits, LIBT 265 - Work Experience Practicum, and LIBT 270 - Archival Techniques, when it is offered on campus. In cases where a field trip is required, students would be notified in the timetable. As in the other courses, costs would be incurred by students.

## **Typical Costs to Students**

Costs to students for materials will vary depending upon the instructor's selection of resources (e.g., textbooks, journal articles, etc.) and whether a field trip is required. In some iterations, for example where required readings are supplied online, no additional costs would apply.

## 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> LIBT 399		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Advanced Topics in Library and Information Technology																			
<b>Course Short Title (if title exceeds 30 characters):</b> Advanced Topics																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> Library and Information Technology																	
<b>Calendar Description:</b> Offered on an occasional basis, this senior-level, project-based course focuses on specific topics of study relating to library work and/or information and technology studies. The course is offered only when funding is available and sufficient student interest is demonstrated.																			
<b>Prerequisites (or NONE):</b>		30 university-level credits or permission of the instructor																	
<b>Corequisites (if applicable, or NONE):</b>		NONE																	
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>		Lecture hours	15	Seminars/tutorials/workshops	30	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
Lecture hours	15																		
Seminars/tutorials/workshops	30																		
Laboratory hours																			
Field experience hours																			
Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours:																			
<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 25  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Occasional																	
<b>Department / Program Head or Director:</b> Dr. Kenneth D. Garipey		<b>Date approved:</b> 2015-02-11																	
<b>Faculty Council approval</b>		<b>Date approved:</b>																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b>																	
<b>Dean/Associate VP:</b>		<b>Date approved:</b>																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>																	

**Learning Outcomes**

Upon successful completion of the course, students will be able to

1. develop a group project relating to the topic of study;
2. solve potential problems associated with the development and completion of the project;
3. take a critical approach to examining existing knowledge and literature relating to the project;
4. apply learning acquired from other courses and personal experiences to the project; and
5. assess the success of group interactions through self-reflection and peer evaluation.

**Prior Learning Assessment and Recognition (PLAR)**

Yes       No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Readings, problem solving in small groups, class discussions, presentations, lab activities, self- and peer assessment

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

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

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

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

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

Assignment 1: Annotated bibliography and project plan (20%)

Assignment 2: Group Project (40%)

Assignment 3: Group Project Presentation (20%)

Assignment 4: Self- and peer evaluation (20%)

**Typical Course Content and Topics**

1. Advanced topics in information and society (e.g., community-led libraries, libraries and public space, Indigenous collaborations)
2. Advanced topics in information services (e.g., legal, business, investment, or consumer health information)
3. Advanced topics in knowledge organization (e.g., management of intellectual capital)

## Faculty Council Motions/Actions January 23<sup>rd</sup>, 2015

	Motions/Action		Follow Up
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Robert Harding/Gillian Bubb</b></span>            THAT the agenda of January 23<sup>rd</sup>, 2015 be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		
	<p><b><u>MOTION</u></b> <span style="float: right;"><b>Vandy Britton/Christine Slavik</b></span>            THAT the minutes of December 12<sup>th</sup>, 2014 be approved as presented.  <span style="float: right;"><b><u>CARRIED</u></b></span></p>		