University of the Fraser Valley
FACULTY OF PROFESSIONAL STUDIES

DRAFT AGENDA
Professional Studies Faculty Council

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

Package Pages

1.   Items for Approval
1.1.   Agenda – March 20, 2015
1.2.   Minutes – February 20, 2015

2.   FPS News (new ongoing agenda items)

3.   Continuing Business
3.1.   Professional Studies Faculty Standards and Criteria

4.   New Business
      4.1.   Future FC Meeting Dates
4.2.   New Course Proposal for BUS 378 – Organizational Culture, Climate and Change
4.3.   New Course Proposal for BUS 379 – Cross Cultural Management
4.4.   New Course Proposal for BUS 477 – Fair Trade and Ethical Consumption
4.5.   Bachelor of Business Administration Program Change
4.6.   Bachelor of Business Administration Calendar Changes

5.   Standing Committee Reports
      5.1.   Nominations and Elections Committee – *Glen Paddock*
      5.2.   Field Education and Practicum Committee – *Lucki Kang*
      5.3.   Student Retention & Engagement Committee – *Cindy Rammage*
      5.4.   Learning Exchange Committee – *David Dobson*
      5.5.   Faculty Newsletter Committee – *Maple Melder-Crozier*
      5.6.   Indigenization Committee – *Robert Harding*

6. **Other Reports**

   6.1. Reports from other Faculty Councils
      a. Faculty of Access and Continuing Education – *Christine Nehring*
      b. Faculty of Applied & Technical Studies – *Sandy Hill*
      c. College of Arts –
      d. Faculty of Health Sciences –
      e. Faculty of Science – *Ron Wilen*

   6.2. Report from Senate

6.3. Dean's Report

7. **Information Items**

7.1. Presentation by Josh Ameil on Sex, Gender & Behaviour - May 12, from 1:30 pm-3:00 pm in B101

   7.2. Gerry Palmer has been re-elected to Senate for a three-year term

7.3. Child and Youth Care Student Sleep out
7.4. Child and Youth Care Youth Transitioning from Care Forum

   7.5. Nominations for student speakers at Convocation 2015 must be submitted to Provost's Office by Friday, April 24th

   7.6. The Program Discontinuance Policy guidelines and template available online

7.7. Motions and Actions – February 20, 2015

   7.8. The next Faculty Council Meeting is **April 24, 2015** in room **B161**

DRAFT MINUTES
Professional Studies Faculty Council

Friday, February 20, 2015
10:00 a.m., Room A210, Abbotsford Campus

Chair: Tracy Ryder Glass

Present:

Barbara Salingre	Frank Ulbrich	Kenneth Gariepy	Margaret Coombes
Christine Nehring*	Gerry Palmer	Kevin deWolde	Mark Breedveld
Christine Slavik	George Melzer	Kirsten Robertson	Maple Melder-Crozier
Cindy Rammage	Heather Compeau*	Les Stagg	Robert Harding
Curtis Magnuson	Jan Lashbrook Green	Lisa Moy	Rod Hayward
Darrell Fox	Janice Johnson	Luciana Hakak	Ron Wilen*
David Dobson	Karen Power*	Lucki Kang	Seonaigh MacPherson
Don Miskiman			

Regrets:

Amir Hajbaba	Don Dixon	Joe Ilsever	Melanie Scott*
Anand Kishore*	Doris Ball	John Hogg	Mike Ivanof
Andrea Hughes*	D.J. Sandhu	Kathryn Garcia	Raymond Leung
Awneet Sivia	Elizabeth Dow	Keith Lownie	Ron Zitron
Christina Neigel	Fiona McQuarrie	Kim Milnes	Sandy Hill
Chuck Charles*	Gillian Bubb	Leah Douglas	Sheryl MacMath
Cindy Stewart	Glen Paddock	Liz Wiebe*	Vandy Britton
Colleen Bell*	Ian Hunt	Lorne Mackenzie	
Cyrus Chaichian	Janet Carroll	Lou Schroeder	

Recorder: Abimbola (Abi) Eke*

* Indicates Non-Voting Member

Presentation by Maureen Wideman, Director, Teaching and Learning

See presentation in Appendix A.

1. **ITEMS FOR APPROVAL**

    1.1. **Approval of Agenda February 20, 2015**

MOTION	**Margaret Coombes/Jan Lashbrook Green**
THAT the agenda of February 20th, 2015 be approved as presented.	
	CARRIED

1.2.   Approval of Minutes January 23rd, 2015

MOTION	**Lucki Kang/Don Miskiman**
THAT the minutes of January 23rd, 2015 be approved as presented.	
	CARRIED

2.   CONTINUING BUSINESS

2.1.   Faculty Standards and Criteria

Tabled.

ACTION	**Tracy Ryder Glass**
Agenda item 2.1 Faculty Standards and Criteria	
The Professional Studies Faculty Standards and Criteria document will be sent out to Faculty Council Members, for final review and will be brought back to the next Faculty Council meeting on March 20, 2015 for approval.	

3.   NEW BUSINESS

3.1.   Bachelor of Social Work Calendar Changes

MOTION	**Lucki Kang/Lisa Moy**
THAT the Bachelor of Social Work calendar changes be approved as presented.	
	CARRIED

3.2.   Changes to Prerequisites – BUS 227, BUS 326, BUS/ECON 349

MOTION	**Frank Ulbrich/Kevin deWolde**
THAT the changes to prerequisites for BUS 227, BUS 326 and BUS/ECON 349 be approved as presented.	
	CARRIED

3.3.   New Course Proposal for LIBT 399 – Advanced Topics in Library & Information Technology

MOTION	**Kenneth Gariepy/Don Miskiman**
THAT the new course proposal for LIBT 399 be approved as presented with the rewording of Learning Outcome #3 to include the word "critique" instead of critical.	
	CARRIED

4. **STANDING COMMITTEE REPORTS**

4.1. **Nominations and Elections Committee – Glen Paddock**

No Report.

4.2. **Field Education and Practicum Committee – Lucki Kang**

The committee is being dissolved at the Faculty Council level, and becoming an institution-wide committee to be overseen by Peter Geller.

4.3. **Student Retention & Engagement Committee – Cindy Rammage**

No Report.

4.4. **Learning Exchange Committee - David Dobson**

The next Learning Exchange Initiative is on May 15, 2015, with Luciana Hakak and Don Miskiman presenting.

For the Fall 2015 Learning Exchange Initiative, Ron Wilen will be presenting.

4.5. **Newsletter Committee – Maple Melder-Crozier**

PS Newsletter Committee has received several submissions and will be meeting in March to work on finalizing the newsletter. The publication date is scheduled for March 31, 2015.

4.6. **Indigenization Committee – Robert Harding**

This new committee continues to work on developing its Terms of Reference.

5. **OTHER REPORTS**

5.1. **Reports from Other Faculty Councils**

Faculty of Science – Ron Wilen

Ron reported that the Faculty of Science has made some changes to its Terms of Reference.

The Faculty of Science approved LTA's as voting members, and approved its Faculty Standards for Rank and Tenure.

5.2. **Report from Senate – Gerry Palmer**

The last Senate meeting was cancelled due to very few items for the agenda.

Senate will begin working on refining its procedures.

5.3.   Dean's Report – Tracy Ryder Glass

See Appendix B

6.   <u>INFORMATION ITEMS</u>

6.1.   Senate approval of the <u>Academic Renewal Policy (224)</u>

6.2.   President Executive's approval of the <u>Adjunct Faculty, Research Associates and Visiting Scholars (197)</u>

6.3.   President Executive's approval of <u>Overhead Cost Recovery Policy (225)</u>

6.4.   Student and Alumni protest of Writing Center. Meeting on February 25, 2015 at 11:30 am

6.5.   Child, Youth and Family Studies Community Forum on March 24, 2015 at 6:00 pm

6.6.   Child, Youth and Family Studies Sleep Out is on March 13, 2015

6.7.   Social Work and Human Services Conference is on April 28 - May 1, 2015

6.8.   Motions and Actions – January 23, 2015

6.9.   The next Faculty Council Meeting is **March 20, 2015** in room **A210**

Appendix A

Presentation by Maureen Wideman
Accessible Learning

Accessible Learning

Maureen Wideman, PhD
Director, Teaching and Learning

Statistics

- 1 person in 7 in Canada has a disability

- This will grow to 1 in 5 by 2026

- 900+ students at UFV are registered with the Disabilities office

TABs

- Most of us will have a disability at some point in their lives, either temporary or permanent.

- Most seniors do not consider themselves to have a disability, they are just old.

What do we mean by accessibility?

- **Accessibility** – ensures access to all people

- **Accommodation** – an alteration to enable a student to gain access to the materials, etc.

- **Modification** – a change to the curriculum to reduce the criteria for achieving outcomes

- "It is dreadful irony that students with disabilities have better access to school buildings than they do to the curricula within them." (Dolan & Hall, 2001)
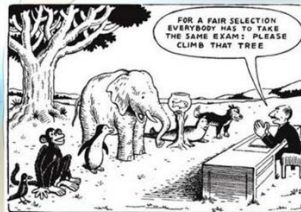
Equal is not equity

Source:
https://assistivetechnologytidbits.wikispaces.com/About+UDL

Where do we start?

- How we talk to people

- Language we use

1. Put the person first

- When writing and speaking about people with disability, emphasize the person and not the disability. Use language that puts people first.
- "Our neighbour is a person with epilepsy."
- "The supervisor is a woman with a spinal cord injury."
- "This building is accessible to people with disabilities."

2. No one is bound or confined to a wheelchair

- Wheelchairs are tools that enable people to move about. When writing or speaking about adaptive equipment used by people with disabilities, recognize its positive and liberating value.

3. People with disabilities are not automatically courageous

- People with disabilities are neither more nor less courageous than anyone else. When writing and speaking about people with disabilities, remember that every one of us have challenges in our lives.

- Describe people with disabilities as successful, productive or accomplished; but not as being gifted with special courage.

4. Avoid terms that devalue people with disabilities

- Some terms are now considered hurtful and demeaning such as out-of-date words and phrases: crippled, suffers from, lame, afflicted with, and victim.
- When writing and speaking about people with disabilities, eliminate words that describe their lives as limited or pitiful. Choose dignified phrases like a man living with AIDS and a woman with multiple sclerosis.
- Put the person first.

Handicapped washroom/parking?

Some tips on behaviour

- Use a normal tone of voice, don't patronize or talk down
- Don't be too precious or too politically correct – being super-sensitive to the right and wrong language and depictions will stop you doing anything
- Never attempt to speak or finish a sentence for the person you are talking to
- Address people with disabilities in the same way as you talk to everyone else
- Speak directly to the person with the disability, even if they have an interpreter or companion with them

Culture and Learning

- Consider the relationship between culture and learning
- Review several strategies

Diversity and difference

UFV

International

Disabilities
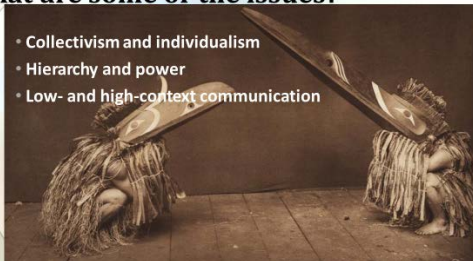
What is culture?

- Values
- Behaviour

What is learning?

What are some of the issues?

- Collectivism and individualism
- Hierarchy and power
- Low- and high-context communication

What are some of the issues?

- Politeness and "face"
- Silence
- Risk-taking

Strategies

- Don't judge – observe
- Allow for time for students to come up with questions – groups of two or three
- Check for understanding – clickers, minute papers, self-quiz
- Clarify reasons for engaging in group work, etc.
- Discuss assessment criteria and reasons behind it
- Provide examples of excellent work and go through them with students

Strategies

- Make students aware of common difficulties
- Have periodic reviews / debrief activities
- At this stage, is group work essential?
- Ensure mixed groups
- Provide ground rules / contracts for group work
- Have study groups or study buddies assigned

Questions?

Appendix B

Dean's Report
Tracy Ryder Glass

Dean's Report
Professional Studies Faculty Council
February 2015

Department of Adult Education

Research
Seonaigh MacPherson, Department Head has completed the data collection and analysis phase of her UFV-Aid to Small University (UFV-ASU) funded study of "A Tale of Two Settlements." Together with her Research Assistant, Zsuzsanna Regozci, they designed a unique form of archival research dissemination using a website.

Service
Seonaigh MacPherson and Dean, Tracy Ryder Glass attended a meeting of the proposed BC Credit Bank Council, which is bringing together five universities in BC to pilot the formation of a Prior Learning Assessment Recognition (PLAR) credit bank to recognize non-formal education programs in BC. The idea is to introduce efficiencies and quality assurances to facilitate the recognition of non-formal learning acquired through courses and workshops in continuing education, institutes, and workplace contexts.

Seonaigh MacPherson, Chair of the Training Subcommittee of British Columbia's Prior Learning Action Network (BC PLAN), oversaw the completion of a set of standards for use in the certification and accreditation of Prior Learning Assessment Recognition (PLAR) practitioners/programs in BC. They were developed over a year and involved an extensive environmental scan, public consultation, and presentation at the national Canadian Association of Prior Learning Assessment (CAPLA) Conference in Ottawa.

School of Business

Discovery Foundation Funding Approval
Congratulations to Dr. Mike Ivanof and Dr. Frank Ulbrich on the successful Discovery Foundation (http://www.discoveryfoundation.ca/tep/about-tep/) Technology Innovation Program funding application for a UFV Entrepreneurship and Process Innovation/Incubation Centre (EPIIC). An exciting opportunity to connect with our community and to further our vision to be a leader of the social, cultural, economic and environmentally responsible development of the Fraser Valley.

Innovation Funding Approval
Congratulations to Dr. Frank Ulbrich and Cyrus Chaichian on receiving innovation funding approval and support for the research, develop and plan implementation for a *'UFV Centre for Aviation Studies'*. The funding is to conduct a feasibility study, which would justify the establishment of a profit-generating centre.

Network Affiliation
The European Foundation has accepted the UFV School of Business as an Affiliated Member for Management Development (EFMD). EFMD is one of the key business school networks in the world. Being a part of the network will bring many opportunities for faculty and student exchanges, knowledge sharing and collaboration.

Student Success
Several former BBA students and UFV graduates graduated from the Certified General Accountants (CGA) program in November. Representing UFV at the Convocation ceremony was Gillian Bubb and Dr. Frank Ulbrich. Nick Takeda, a former BBA student and UFV graduate made the Certified General Accountants National honour roll.

Research & Scholarly Activity
Cindy Stewart was instrumental in an MOU signing with Quizam Media Corporation on April 2, 2014, which culminated in the January 9, 2015 launching of a partnership formalizing a path for developing UFV's project plan to access and customize ontrackTV content for labs, self-paced learning, and other purposes related to UFV credit and non-credit courses. The goal is for UFV to work with ontrackTV to help meet UFV's strategic plan goals for online delivery. The first course to pilot the blended learning delivery is BUS 329 Brand Identity Management, offered by the UFV School of Business.

The UFV School of Business launched a new Research Development Program. So far three sessions have taken place: Identifying your research area (facilitated by Dr. Amir Hajbaba); Research ethics (Dr. Andrea Hughes and Dr. Michelle Riedlinger); and Submitting your work to the ASAC conference (Dr. Fiona McQuarrie.)

The UFV School of Business Research Seminar Series continued with Dr. Kirsten Robertson presenting her research on "Finding meaning in social networks: A theory of how both strong and weak ties can lead to meaningful work." Dr. Frank Ulbrich presented his research on "Seven challenges management must overcome when implementing IT-shared services."

Chandigarh UFV
Our programming in Chandigarh continues to grow with intake projections for Fall 2015 more than double what we recruited for Fall 2014 (144/63). We are also pleased to welcome Dilmeet Bhasin (UFV Chandigarh BBA Program Manager) and Ravneet Kaur (Academic Assistant) to UFV Canada this March as they learn more about our registrarial systems. We look forward to introducing them to our UFV Canada community.

Department of Child, Youth & Family Studies

Mental Health First Aid Workshop
The department hosted a two day workshop on Mental Health First Aid (a program of the Mental Health Commission of Canada) attended by students and faculty from Social Work, Criminology, Child and Youth Care (CYC), and an Abbotsford Police Officer who was working on the Mental

Health First Response Team. The facilitator of the workshop was one of UFV's CYC graduates.

Student Success
Students in the 4th year of the Child and Youth Care degree contributed to the creation of a booklet of "Group Ice Breakers" for youth workers. All activities were tested in class prior to inclusion in the booklet.

Donations
Fraser Valley College, pioneer instructor, Kathie Nash has donated a library of legacy children's books to the Child, Youth and Family Studies Department. In honour of her gracious gift and in recognition of her long and illustrious career as an Early Childhood Educator, bookplates will be created for the collection and a scholarship will be created in her name.

Community
In partnership with the Abbotsford School District, the Child Development Centre, Abbotsford Community Services, UFV's Child, Youth and Family Studies department will establish in Abbotsford, an Early Learning Test site, thanks to funds received from the Provincial Government.

School of Social Work and Human Services

Reaching Out Together: Connections Through Social Work Conference
The School of Social Work & Human Services is hosting an industry wide social work conference April 28 - May 1, 2015 at UFV. The vision for the conference is to facilitate networking opportunities while creating a space for information sharing and learning exchange where participants will make meaningful local and international connections. The conference will provide a variety of learning opportunities such as applicable practice based workshops, themed networking sessions, and insightful presentations delivered by service users, engaging research presentations, and sharing of innovative alternative practice strategies in the field.

Participants will learn about indigenous and international practice, anti-oppressive and feminist practice, and sustainable community development in a variety of practice areas such as human trafficking, child welfare, at risk youth, mental health to name a few. In addition, participants will have the opportunity to experience the culture of social work in British Columbia through the provision of field trips into numerous practice settings in the community.

Research Activity
Congratulations to Dr. Adrienne Chan and her team on their success in securing a Canadian Institutes of Health Research (CIHR) Grant of just over $90,000 titled Building Land-based Resilience in Fraser Valley First Nations Youth. The team includes Wenona Victor, and Hugh Brody from UFV, and Leslie Bonshor (Aboriginal Health), Heather McDonald (Seabird Island Band), Dave Schaepe (Sto:lo Nation), and Dan Reist (UVic).   This is UFV's first CIHR successful proposal with one of our employees as the Primary Investigator.

The research proposed extends the work of the Fraser Region Aboriginal Youth Suicide Prevention, Intervention and Postvention Collaborative (FRC) that was founded in 2012 to address a spike in youth suicide in Fraser Region/Stó:lō youth. The collaborative includes clinicians and community leaders as well as individuals representing an array of community and government organizations. This is a community-driven collaborative where communities, such as Seabird Island,   take a lead role in developing and implementing suicide prevention (secondary and tertiary), intervention, and postvention activities; as such, this proposed research is a community-driven initiative to develop and implement primary prevention activities.

Community
The school has launched an Advisory Council Blackboard shell providing community partners the ability to join UFV's School of Social Work and Human Services online to discuss issues and to provide feedback on concerns or projects that the School is undertaking.

Teacher Education Department

Innovation Funding Approval
Congratulations to Dr. Sheryl MacMath on receiving innovation funding approval and support for the development of a *UFV Summer Institute for Innovative Practices in Education*. The funding is to develop course and marketing material, and to work on implementation details to deliver summer programming for teachers and teacher educators.

Antigua Mentorship Opportunities
For the third year in a row, teacher candidates have applied and been selected (8: 7 elementary, 1 secondary) to accompany Joanna Shepard and her kinesiology students to Antigua. These teacher candidates will spend 2 weeks in Antigua mentoring kinesiology students on best teaching practices and teaching in classrooms abroad.

Rank and Tenure Criteria
Faculty of Professional Studies

This document is aligned with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion* established by Senate. Its primary purpose is to guide faculty members in the tenure and promotion process. At the same time, it is intended to support faculty members in their ongoing professional development and in the preparation of annual professional plans.

The Application

Faculty members applying for rank and tenure prepare a *Tenure and/or Promotion File* that includes the following sections and documents for consideration by the tenure and promotion committee.

1. An **initial general statement** of his/her personal and professional objectives and perception of performance during the time covered by the evaluation period. This document should relate to some or all of the ten **principles**.[1]

2. A **document** containing three sections, one for each of the **domains** of teaching, service, and scholarship.[2]

3. A **narrative** describing performance in each required activity in each domain, with specific reference to one or more of the eight principles. Applicants should identify key criteria (sample criteria[3] from the attached tables[4] or other) that reflect performance. Each criterion should be supported by some form of evidence. Sample evidence[5] appears in the table, but applicants are invited to provide different forms of evidence as appropriate or relevant.

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[1] Principles operate as both a code for the ethical practices of teaching, scholarship, and service and the ethical basis upon which the framework and process for tenure and promotion operate.

[2] The three domains of teaching, service, and scholarship refer to the three types of activities expected of professors in universities in Canada. Although these activities may overlap, they are understood to be distinctive forms of work. The weight placed on each is determined by the Collective Agreement.

[3] 'Sample criteria' refers to criteria that could be applied to demonstrate that the applicant has participated in a given activity. These criteria will vary considerably across faculty members, disciplines and departments, so the examples given in this document should be considered samples or examples that are neither definitive nor exhaustive.

[4] The tables that follow, one for each domain, are organized into three columns that identify the required activities, sample criteria (by activity), and sample evidence (by criteria).

[5] 'Sample evidence' refers to a range of artifacts, principally documents that suggest how one might demonstrate the performance of an activity to the quality required by the rank. Again, these are just samples and are neither definitive nor exhaustive. In the interests of brevity, sample forms of evidence (e.g., CV) are not repeated in all categories in which they might apply. The relevant criteria and evidence will need to be linked to an activity and principle(s) and clarified in the narrative explanation provided for each required activity.

How to Determine Rank

The principles, domains, and required activities are the same for all ranks. The quantitative or qualitative assessment of overall performance, the criteria assessed, and how applicants meet each activity will vary. As members move through the ranks of Assistant, Associate, and Full Professor, they are required to show a progressive shift from demonstrating *competence*, to *scholarly focus*, and then to a *leadership orientation*, respectively, in teaching, scholarship, and service. In keeping with the *Principles for the Establishment of Faculty Standards and Criteria for Tenure and Promotion,* applications for rank "require evidence of peer review of teaching and learning and scholarly activities, and confirmation of performance in service roles" (§8). These descriptive distinctions correspond to a shift at the Assistant Professor rank from an orientation to *participating* to an orientation to *contributing* as one nears the rank of Associate Professor. Likewise, the transition to Full Professor corresponds to a shift towards an increased orientation to activities involving *leading*.

The following table presents the progressions of these approaches across the three ranks. The characteristic approaches distinguish the performance of someone entering that rank and would transition into those of the next rank over time. It is understood that the requirements for an Assistant Professor are met at the time of hiring rather than determined by the rank and tenure processes, but the descriptors are provided nonetheless for Assistant Professors as a formative assessment tool. At UFV, the weighting of Teaching to Service/Scholarship is established by the Collective Agreement, with a heavier emphasis on teaching. Therefore, these entrance descriptors will be interpreted more strictly for teaching than for the other domains, which will vary depending on the weight accorded service and scholarship by a faculty member. It is expected that at least two of the three domains, including teaching, would demonstrate this developmental trajectory across ranks.

2

Rank	Teaching	Scholarship	Service
Assistant Professor **Participation**	Faculty member's teaching demonstrates the potential to engage students with course content. The faculty member also encourages student participation and provides timely and appropriate feedback. For example, s/he has a strong knowledge base, is recognized as an effective instructor by students, and engages in a variety of classroom and/or online learning activities.	Faculty member's scholarship demonstrates the potential to be activity-focused and is planned with an emphasis on developing scholarly opportunities and networks and disseminating scholarship through a variety of professional, reviewed, or peer-reviewed conferences and publication formats.	Faculty member's service activities demonstrate the potential for collegial involvement not requiring significant preparation. For example, the faculty member sends reading materials out in advance of a department meeting, reads in preparation for that meeting, and contributes to discussion.
Associate Professor (with tenure) **Contribution**	Teaching promotes creative and critical explorations of course content, develops students' ability to be culturally responsive, and demonstrates recognized best practice in that discipline. As a result the faculty member can share research on best practice and link that to course content/activities, demonstrate connections between course content/activities and ILOs, and illustrate the development and use of critical thinking and problem solving within courses. Faculty member can demonstrate professional development in the area of teaching, is involved in course creation/revision, and possibly student mentorship.	Scholarship is deepening, focusing, extending, and developing with substantive evidence of being accepted by a community of peers in and beyond UFV through peer reviewed publications, applied formats, and/or presentations. The candidate can relate at least some component(s) of their scholarship to broader professional development outcomes in teaching and service. There is evidence that the candidate is systematically engaged in a scholarly program to generate significant results.	Service requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.
Full Professor **Leadership**	Teaching is recognized as an exemplar, acting as a model and mentor for other instructors/faculty; contributes to the development of stronger teaching practices at UFV; experiments with innovative teaching practices that contribute and advance the field or discipline, and is involved in program creation/development.	Scholarship offers substantial and sustained contributions to the body of knowledge in one's field; recognitions in the form of invitations, collaborations, citations, and awards, including internal and external grants; and leadership as evidenced by mentorship, peer reviewing, editing, and organizing scholarly events.	Service requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. For example, the faculty member might chair a University-wide committee or professional association.

Evaluation Principles

The following ten overarching evaluation principles for rank and tenure hold across all three domains of teaching, service, and scholarship. Applicants' performance descriptions should be linked, ultimately, to these ten principles. These evaluation principles derive from the strategic objectives and institutional learning outcomes of the University of the Fraser Valley, as well as to scholarship on academic leadership in higher education. Furthermore, these principles operate both as a code of conduct to be demonstrated by a candidate and as the ethical bases upon which the process for tenure and promotion should operate. The ten evaluation principles are as follows:

1. **Academic Freedom**. Practicing the rights to teach and learn, pursue knowledge, conduct and disseminate scholarship, and engage in institutional and community service.

2. **Academic Responsibility.** Demonstrating the duties and responsibilities associated with conserving academic freedom and promoting the intellectual leadership of the professoriate and university, including supporting peers and students to develop and exercise intellectual freedom.

3. **Diversity and Difference**. Respecting individual students, faculty, and diverse learning communities. Recognizing the varied and multiple forms of scholarly, creative, and service activities that are essential to education, professional development, and the purposes and mandates of the university.

4. **Equity**. Promoting and advocating equal access to, and participation in, postsecondary education. Ensuring that all faculty members within Professional Studies are entitled to apply for rank and tenure regardless of academic discipline or departmental or school affiliation and that the standards and criteria for determining rank and tenure are communicated clearly and are made readily available.

5. **Intellectual Engagement.** Engaging in systematic and sustained knowledge production and exchange in a manner that promotes academic citizenship and the continued value placed on truth, knowledge, and meaning in the life of the community.

6. **Critical Reflection.** Emphasizing and applying critical reflection in the pursuit of knowledge and in the development of professional practices.

7. **Community Engagement.** Contextualizing teaching, scholarship, and service within broader social spheres.

8. **Applicability and Relevance.** Considering the wider social implications of teaching, scholarship, and service.

9. **Innovation.** Bringing the benefits of creative and diverse teaching, scholarship, and service activities to the university and wider society.

10. **Ethics and Procedural Integrity**. Informing and interpreting teaching, scholarship, and service using personal, professional, institutional, and human rights-related ethics and values considerations. At the same time, the following principles will guide the evaluation process of tenure and rank assessment.

    - Ensuring promotion, tenure, and dispute resolution processes are peer reviewed, based

on the objective assessment of evidence, consistent with the laws of natural justice, and adhere to the legal requirements of the *Collective Agreement*.

- Ensuring that the processes for awarding tenure and promotion are free from discrimination based on, but not limited to, age, gender, sexual orientation, race, and religious or political affiliation.

- Ensuring that the evaluation process respects confidentiality and transparency in the tenure and promotion process.

- Ensuring that the evaluation process reflects a formative assessment approach in which applicants are supported within a collaborative professional development consultation.

Evaluation Process

At the time of the preparation of this document, the institutional structures and processes for determining rank and tenure at the University of the Fraser Valley have yet to be identified and developed fully by the Senate, FSA, and administration. To date, it has been suggested that the process will be conducted by committees at the Departmental and School level but finalized at the University level. Whatever structures are instituted, the committees tasked with evaluating and adjudicating rank and tenure applications will add an additional layer to this document in terms of how they interpret the descriptors and applications based on disciplinary values and preferences. Although we endorse a more open-ended and individualized interpretation of performance using predominantly qualitative assessment, some may prefer clear quantitative indicators of performance.

Teaching Domain

Required Activities	Sample Criteria	Sample Evidence
Supervising and/or mentoring students and colleagues	Supervising of • Undergraduate-level research/projects • Directed Independent Studies (DIS) • Graduate-level research/final projects Students' programs of study	• CV • List of supervised students including major paper, theses, or project titles • Students' supervised work • Assessment documents
	Field supervision • Arranging field experiences • Supervising students during field experience • Mentoring field supervisors • Teaching a seminar to link knowledge with field placement	• List of field site meetings • Practicum evaluations • List of arranged practicums and work place site visits organized by faculty member • Feedback from field sites
	Mentoring • Facilitating professional induction (students) • Cultivating a culture of mentorship & collaboration among students • Mentoring and collaborating with peers (e.g., colleagues) • Taking leadership on collaborative projects with colleagues	• Reflective narratives • Orientation materials • List of oral references provided for students or colleagues • List of letters of reference provided for students or colleagues • Reference letters
	Advising • Providing career planning advice • Offering academic and study advice • Fostering professional development	• Student portfolios • Advising materials • Letters/cards/notes of thanks from students
Creating effective learning environments	Engaging students • Supporting diverse learners • Creating a safe learning environment • Supporting student voices • Using an effective mix of teaching methods • Responding to diverse learning preferences • Conducting student needs assessment	• Teaching philosophy statement • Course outlines • Solicited and unsolicited feedback • Peer reviews of teaching • Teaching awards • Written feedback to students on their language and writing skills • Initial needs assessment forms or process documents • Lesson plans • Reflective statements on changes made to lessons • Instructions for learning activities

Required Activities	Sample Criteria	Sample Evidence
Creating effective learning environments (con't)	Demonstrating cultural and intercultural awareness	• Special projects or activities demonstrating inclusive teaching strategies • Resource development bibliographies • Solicited and unsolicited feedback

	Facilitating critical and conceptual understanding	• Description of learning activities and resources, such as:
		  o Journaling
		  o Reflective tasks
		  o Summaries and critiques
		  o Applied (experiential, hands on) activities
		  o Concept mapping
		  o Criterion based reasoning
		  o Problem solving and decision making
		• Abstract thinking
		• Tests or Exams

	Being approachable • Responding to students in a timely manner • Establishing rapport • Building trust	• Responses to students' queries • In class observation or on-line documentation of facilitation skills with discussion groups

	Promoting cultures of inquiry
	• Cultivating inquiry-based learning
	• Developing independent student learning
	• Engaging in practical and applied research
		• Narratives about
		  o Creating safe learning environments
		  o Questioning techniques
		  o Respecting academic honesty and integrity
		  o Sharing stories/experiences from practice/research

	Providing teaching materials	• Electronic files uploaded to learning management systems
	Supporting student success	• Teaching awards • Student awards • Students' work

Required Activities	Sample Criteria	Sample Evidence
Designing, planning, implementing and reviewing activities, curriculum and programs	Being learner-centred	• Formal needs assessment documents • Self-assessment tools • Stakeholder needs analyses
	Cultivating cultural and intercultural awareness	• Course outlines • Activities or assignments • Sample role plays • Ethnographic field work tasks • Site visits to cultural centres • Relevant case studies • Samples of supervised student work on international placements
	Using outcomes-based principles	• Assessment rubrics • Course outlines • Narrative linking of outcomes across planning, teaching and evaluation of learning
	Developing learning materials	• Learning materials • Cases
	Designing innovative projects	• Students' work
	Designing engaging learning activities	• Effective online & multimedia learning resources • Descriptions of the following: • Special discussions • Special projects • Case-based teaching • Field trips • Site-based teaching • Team-work • Integration of new technologies

Required Activities	Sample Criteria	Sample Evidence

Designing, planning, implementing and reviewing activities, curriculum and programs (con't)	Designing curricula	• Curriculum for:
		  ○ External stakeholders
		  ○ Programs
		  ○ Courses
		  ○ Practicum
		  ○ Professional development events for colleagues
		• Documented integration of ILOs
		• Reference lists demonstrating relevant and current teaching and learning materials

Assessing and providing feedback to students	Testing a variety of skills and knowledge	• Evaluation strategies • Performance evaluation/rating scales and checklists
	Testing a variety of skills and knowledge	• PLAR • Exams, quizzes
	Assessing fairly and transparently	• Assessment rubrics • Students' exams and quizzes
	Providing formative feedback	• Self-assessment checklists and rubrics • Sequencing of assignments • Feedback on language and writing
Maintaining currency in the academic discipline and professional field	Practicing innovatively	• Curricula and program documents • Description of multi-media and technology use in teaching • Online assessment tools • Description of innovative activities/practices
	Blending inquiry and practice	• Digital storytelling or records • Self and peer evaluation materials
	Displaying knowledge of new developments and trends	• Development of new courses/programs • Conference presentations

7

Scholarship[1] Domain

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Writing and publishing of books, articles, and training or user manuals	Peer-reviewed Non peer-reviewed	• Copy of publication • Citation for publication
	Conducting research	Funded Unfunded	• Proposals • Applications • Acceptance letters • Ethics approval • Data sets • Final reports
	Reviewing journals, books, or productions	Peer-reviewed Non peer-reviewed	• Copy of publication • Citation for publication • Appointment letters • Journal masthead page • Review list • Review documents
	Compiling scholarly bibliographies and annotated resource lists	Peer-reviewed Non peer-reviewed Published Unpublished	• Original • Citation
	Developing and disseminating innovative teaching and learning	Published Presented	• Publication • CV • Letters of reference
	Creating resources or programs to support teaching	For own use For use by others	• Original documents • Letters of reference

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[1] The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(c).

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Being scholarly active	Creating a work of art such as a sculpture or painting, producing/ directing a play, or writing a novel, creative non-fiction	Publically presented Not publicly presented	• Pictures • Citations and reviews
	Translating material of scholarly interest	Published Unpublished	• Copy of publication • Citation for publication
	Developing primary and secondary texts and learning materials	Primary Secondary	• Case studies • Scenario-based learning materials
	Developing curriculum and courses	For own use For use by others	• Curriculum materials
	Scholarship of teaching and learning	Published Unpublished	• Copy of publication • Citation for publication
	Presenting workshops, papers or being a panel member at a conference	Peer-reviewed Non peer-reviewed	• Conference programs and proceedings • Promotional materials • Reviews
	Participating in workshops or conferences	Invited Non-invited	
	Inventing or enhancing a piece of equipment or a physical instrument	Patented Non-patented	• Physical objects • Software • Patents • Industrial designs
	Scholarship related to unfunded consulting/mentoring[2]		

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[2] Activity not included in the April 1, 2012 to March 31, 2014 *Collective Agreement*

Definition

Scholarship and **scholarly activity** are defined in the *Collective Agreement* as "intellectual and academic work that is undertaken for the benefit of one's professional development, students, peers, and/or the community or society. Faculty are responsible for reporting on these activities to the university (§18.1c)."

Service Domain[1]

Required Activity	Sample Activities	Sample Criteria	Sample Evidence
Service[2]	**University Service** • Participation in department, faculty, and university governance • Administrative and non-teaching responsibilities within the University • Participation in the Faculty and Staff Association, its processes and committees • Creation, development, evaluation, and revision of academic programs **Professional Service** • Service on regional, national, and international committees and other professional organizations • Organizing professional and scholarly conferences and events **Community Service** • Service in communities where the individual has made an essentially non-remunerative contribution by virtue of particular academic or professional competence.	**Participation[2]** **Contribution[2]** **Leadership[2]**	• Budgets • Calendar and website copy • Education plan updates • Faculty workload plans • Marketing and promotion materials • Performance evaluations • Practicum agreements • Reports: annual, committee, project, administration, site visit, etc. • Timetables • Accreditation-related documents • Concept papers • Program and unit reviews • E-mails and letters of appointment, commendation, etc. • Agendas and minutes of meetings • Board materials • Conference or event materials • Letters or awards • Awards and honours • Blog, listserv, and other postings from social media • Event-related images from social media • Newspaper and newsletter articles

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[1] The required and sample activities are transcribed from the *Collective Agreement* §12.7 and §18.1(b).

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Definitions[2]

Regarding **service**, "UFV and the FSA affirm … the significance and wide range of service as essential to faculty professional activities, community engagement, and academic governance" (*Collective Agreement*, §12.7).

Participation is collegial involvement not requiring significant preparation. For example, the faculty member attends an event, reads or prepares materials that enable him/her to participate in discussions. For instance, the faculty member sends reading materials out in advance of a department meeting and contributes to discussion.

Contribution requires significant preparation and time commitment and may include a leadership role. For example, the faculty member might prepare agendas, call meetings, prepare relevant documentation, and/or supply specialized resources. Specifically, the faculty member might be a member of a Faculty-wide committee, a Department/School committee, and/or a University-wide committee.

Leadership requires significant preparation and time commitment to the institution and/or beyond. It includes major responsibilities. This criterion is aligned with UFV's strategic goal to "be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley." For example, the faculty member might chair a University-wide committee or professional association. While tenure-track faculty members might attain a leadership position, this type of service is not expected of non-tenured faculty. However, leadership would be a consideration in promotion to the rank of full professor.

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[2] Definitions of contribution, leadership, and participation adapted from *Criteria for Evaluating Teaching, Service, and Scholarship for Tenure* (Mt. Royal University, Faculty of Arts, 2011). See www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_utpc_arts.pdf.

Memo for New Course

To: Chair, UEC

From: Dr. Frank Ulbrich

Date: February 14, 2015

Subject: Proposal for new course: BUS 378 Organizational Culture, Climate, and Change

1. Rationale for new course:

   Organizational culture, and climate are the fundamental building blocks for describing, analyzing and interpreting organizational phenomena (Schein, 2010). They focus on how organizational participants (employees) observe, experience and make sense of their work environments (Ostroff, et al 2013). Organizational culture is a major factor that contributes, positively or negatively, to employee and organizational performance.

   The culture and climate of organizations has gained a renewed importance for businesses. It has influenced the attraction and retention of employees and has become one of the major reasons potential employees will join and remain at a business (it is also one of the major reasons employees leave an organization). It is, as well, one of the major factors in the financial success of a business, and, organizations are now creating and trying to sustain, a 'great place to work'.

   The related emergence and success of organizations that have developed 'quirky cultures' (e.g. WestJet, Southwest Airlines, Quirky Inc.); innovative cultures (e.g. Google, Amazon, Uber/Shetaxi); disruptive cultures (e.g., Airbnb, Zipdial, Apple); entrepreneurial cultures (e.g. Square, Affirm/Levchin, Alibaba); and, 3-P cultures (e.g. Method, Patagonia, Warby Parker) bring greater focus and importance to organizational culture and climate. These high performance organizations, which can attract the best employees; along with the failure of many mergers and acquisitions (e.g. Daimler Benz - Chrysler, AOL - Time Warner, Sprint - Nextel) due to culture incompatibilities further point to the importance of understanding and intentionally managing the culture(s) of organisations.

2. How this new course fits into program(s):

   The new course is added as an elective to the BBA degree in the Organization Studies concentration; and, as an elective to the BBA degree in the Human Resource Management option.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

   The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 7, and 9.

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

   Not applicable.

5. Which program areas have been consulted about the course?
    Human Resources and Organization Studies Area; Management Area; Marketing Area; UFV School of Business Curriculum Committee.

6. If a new discipline designation is required, explain why:
    Not applicable.

7. What consideration has been given to indigenizing the curriculum?
    Where possible the curriculum highlights the importance of Aboriginal history and practice as it relates to cultures in organizations. It also respects and understands Aboriginal peoples, their traditions and values. In-class cases and guest speakers will be used as part of the learning environment.

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

9. Explain how each of the following 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

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

11. Estimate of the typical costs for this course, including textbooks and other materials:
    Textbook(s) and materials: $120.00

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 378	**Number of Credits:** 3

Course Full Title: Organizational Culture, Climate, and Change
Course Short Title (if title exceeds 30 characters): Org Culture, Climate, Change

Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Business

Calendar Description:

This course reviews why organizational culture matters; provides tools for assessing and understanding it; describes the cultures of various organizations; and develops strategies for leading and managing culture change. Students apply intervention strategies about organizational culture change to specific organizations.

Note: Students are encouraged to take BUS 304 prior to or along with this course.

Prerequisites (or NONE):	60 university credits
Corequisites (if applicable, or NONE):	n/a
Pre/corequisites (if applicable, or NONE):	n/a

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **n/a** Cross-listed with: **n/a** Equivalent course(s): **n/a** *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.*	Transfer credit already exists: ☐ Yes ☒ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☐ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45 **Typical structure of instructional hours: 45**	**Special Topics** Will the course be offered with different topics? ☐ Yes ☐ No

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): annually

Department / Program Head or Director: Dr. Frank Ulbrich	**Date approved:**	March 10, 2015
Faculty Council approval	**Date approved:**	
Campus-Wide Consultation (CWC)	**Date of posting:**	
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	

Learning Outcomes

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

    LO 1. Contrast the cultures and climates of organizations.
    LO 2. Examine models of diagnosing organizational culture and climate.
    LO 3. Articulate models of organizational culture change.
    LO 4. Analyse organizational intervention strategies.
    LO 5. Apply learnings about organizational culture and climate to specific organizations.

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)

Seminars, presentations, guest lectures, webinars.

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.	Ehrhart, M., Schneider, B. and Macey, W.	*Organizational Climate and Culture*	☒	Routledge	
2.	Miller, R., Casey, M. and Konchar, M.	*Change Your Space, Change Your Culture*	☒	Wiley	

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

No additional supplies and materials required.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	50%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case studies:	50%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

LO1: Contrast the cultures and climates of organizations
  Topics
    - What is Organizational Culture and Climate; and, Why Does it Matter?
    - Foundations of Organizational Climate: Theory and Research
       - Types of Climate: Generic/Molar and Focused/Strategic Approaches
       - Climate Strength and Boundary Conditions
       - Moderator, Antecedent and Mediator Approaches
    - Foundations of Organizational Culture: Theory and Research
       - Levels of Culture, Cultural Strength, Cultural Forms, Sub-cultures
  Evaluation #1.

LO 2: Examine models of diagnosing organizational culture and climate
  Topics:
    - Major Cultural Models
       - Frameworks for Understanding Culture
    - Assessing and Analyzing Culture
       - Ethnographic, Qualitative, Quantitative Methods
       - Organizational/Social Network, Systems Methods
       - Cultural Inquiry Methods
    - Lenses for Understanding Culture
       - Symbolic, Narrative, Textual Methods
    - Expressions of Culture
       - Organizational Artefacts, Values, Assumptions
       - Rites and Rituals
  Evaluation #2.

LO 3: Articulate models of organizational culture change
  Topics:
    - Emergence, Effectiveness and Change of Organizational Cultures
    - Models for Culture Change
        - Competing Values, Changing Space, Design Thinking Methods
        - Culture Issues in Mergers and Acquisitions
  Evaluation #3.

LO 4: Analyse organizational intervention strategies
  Topics:
    - Large-Scale Change Processes
        - Appreciative Inquiry, Dialogic Organization Development
    - The Role of Leadership in Change
        - Personal, Professional and Organizational Ethics
  Evaluation #4.

LO 5: Apply learnings about organizational culture and climate to specific organizations
  Topics:
    - Organizational Communication
        - Myths, Stories, Sensemaking
    - Integrating Organizational Climate and Change
    - Individual Change and Building Sustainable Culture Change
        - Resistance to Change
  Evaluation #5.

Supplemental Texts and Resource Materials Form

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current edition	Publisher	Year
1.	Ashkanasy, N., Wilderom, C., & Peterson, M.	*Handbook of Organizational Culture and Climate*	☒	Sage	
2.	Burke, W	*Organization Change. Theory and Practice*	☒	Sage	
3.	Bushe, G., &Marshak, R.	*Dialogic Organization Development: The Theory and Practice of Transformational Change*	☒	Berrett-Koehler	
4.	Cameron, K., & Quinn, R.	*Diagnosing and Changing Organizational Culture Based on the Competing Values Framework*	☒	Jossey-Bass	
5.	Jones, B., & Brazzel, M.	*The NTL Handbook of Organization Development and Change: Principles, Practices and Perspectives*	☒	Sage	
6.	Schein, E.	*Organizational Culture and Leadership*	☒	Jossey-Bass	
7.	Schneider, B., & Barbera, K.	*Oxford Handbook of Organizational Climate and Culture*	☒	Oxford University Press	
8.	Journals	*Journal of Applied Behavioral Science*	☐	Sage	various
		Organizational Dynamics	☐	Elsevier	various
		OD Practitioner	☐	OD Network	various
9.	Webinars	*Various*	☐	various	various
10	Online resources	*Various*	☐	various	various

To: Chair, UEC

From   Dr. Frank Ulbrich

Date: February 14, 2014

Subject: Proposal for new course: BUS 379 Cross-Cultural Management

1. Rationale for new course:
    Businesses today, which operate both locally or globally, are faced with unprecedented challenges of a global environment. They require employees to develop cross-cultural competencies and intercultural communication skills to operate effectively in international as well as domestic settings. Employees of these organizations need to handle a broad range of cultural diversity in an increasingly complex work environment. The globalization of commerce and trade has created an interdependent world in which people from various countries and cultures interact together; as employees, customers, suppliers, competitors, or partners.

    People working in this globalized environment must be knowledgeable about a wide range of cultures, customs, cultural differences and commonalities. They need to display a range of intercultural competencies; be current on international issues and develop awareness on how cultural diversity and traditions affect business, at home or abroad.

    This course will provide the opportunity for students to explore cross-cultural management practices and issues; and, develop competencies for observing, communicating and managing cultural diversity in the contemporary workplace.

2. How this new course fits into program(s):
    The new course is added as an elective to the BBA degree in the Organization Studies concentration; and, as an elective to the BBA degree in the Human Resource Management option.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
    The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 7, and 9.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
    Not applicable

5. Which program areas have been consulted about the course?
    Management Area; Human Resources and Organization Studies Area; International Education; School of Business Curriculum Committee

6. If a new discipline designation is required, explain why:

No new discipline designation is required.

7. What consideration has been given to indigenizing the curriculum?
    Where possible the curriculum highlights the importance of Aboriginal history and practice as it relates to cross cultural management. It also respects and understands Aboriginal peoples, their traditions and values. In-class cases and guest speakers will be used as part of the learning environment.

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

9. Explain how each of the following 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

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

11. Estimate of the typical costs for this course, including textbooks and other materials:
    Textbooks and materials: $110.00

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 379	**Number of Credits:** 3

Course Full Title: Cross-Cultural Management

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Business

Calendar Description:

This course presents an overview of cross-cultural management practices and issues, examining the behaviour of people in international organizations, cross-cultural work teams; with multi-cultural customers, and inter-cultural stakeholders. It emphasizes the development of competencies for managing cultural diversity in the workplace.

Prerequisites (or NONE):	60 university credits
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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.

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Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

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Total Hours: 45

Typical structure of instructional hours: 45

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

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Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): annually

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Department / Program Head or Director: Dr. Frank Ulbrich	**Date approved:**	March 10, 2015
Faculty Council approval	**Date approved:**	
Campus-Wide Consultation (CWC)	**Date of posting:**	
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	

Learning Outcomes

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

- LO 1. Assess how culture and subcultures affect organizational behaviour.
- LO 2. Analyze how cultural values and perspectives influence international communication and negotiation.
- LO 3. Demonstrate insight into one's culture, cultural limitations and filters.
- LO 4. Express sensitivity to a variety of organizational cultures and norms.
- LO 5. Demonstrate a range of intercultural competencies.
- LO 6. Apply culture dependent factors to the management of organizations in the areas of: diversity management, international human resource management; comparative change management; inter-cultural communication, and cross-cultural problem solving.

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)

Seminars, presentations, guest lectures, webinars

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.	Browaeys, M-J. and Price, R.	*Understanding Cross-Cultural Management*	☒	Pearson	
2.	Moran, R., Abramson, N. and Moran, S	*Managing Cultural Differences*	☒	Routledge	
3.	Steers, R., Nardon, L. and Sanchez-Runde, C.	*Managing Across Cultures*	☒	Cambridge University Press	
4.	Thomas, D and Peterson, M.	*Cross-Cultural Management. Essential Concepts*	☒	Sage	

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:	50%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case Studies:	50%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

Typical Course Content and Topics

LO 1: Assess how culture and subcultures affect organizational behaviour

　Topics:

　　- Comparative cultures

　　　- Cultural commonalities and differences

　　　- Organizational and inherited cultures

　　　- Stereotypes and ethnocentrism

　Evaluation #1

LO 2: Analyze how cultural values and perspectives influence international communication and negotiation

　Topics:

　　- Cross-cultural negotiation; Negotiating internationally and inter-culturally

　　- Business Communication

　　　- Channels and barriers to intercultural communication

　　　- Cross-cultural challenges; Conflict; Conflict resolution

　Evaluation #2.

LO 3: Demonstrate insight into one's culture, cultural limitations and filters

Topics:

- Culture and management
  - Dimensions of culture in business
  - Influences on management practices
- Cognitive and cultural diversity
- Emotional intelligence in organizations

Evaluation #3.

LO 4: Express sensitivity to a variety of organizational cultures and norms

Topics:

- Business cultures: North America; Europe
- Business cultures: Asia, Africa; Oceania
- Business cultures: South America; Central America

Evaluation #4.

LO 5: Demonstrate a range of intercultural competencies

Topics:

- Developing personal competencies
  - Intercultural adaptation; Cultural intelligence; Culture shock
  - Cross-cultural assignments, Departure, Re-entry/Return
- International and comparative human resource management
- Intercultural communication
  - Communication styles; Verbal/vocal, Non-verbal/Non-vocal
- Working with international teams
  - Multi-cultural virtual teams; Culturally diverse teams

Evaluation #5.

LO 6: Apply culture dependent factors to the management of organizations in the areas of: diversity management, international human resource management; comparative change management; inter-cultural communication, and cross-cultural problem solving

Topics:

- Cultural impacts
  - Globalization; Glocalization; Grobolization
  - Bribery and ethics; gender and age issues
- Cultural applications
  - Marketing; Strategy; Leadership
  - Cross-cultural simulation

Evaluation #6.

Supplemental Texts and Resource Materials Form

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current edition	Publisher	Year
1.	Beamer, I., & Varner, L.	*Intercultural Communication in the Global Workplace*	☒	McGraw-Hill	
2.	Gannon, M., & Pillai, R.	*Understanding Global Cultures*	☒	Sage	
3.	Hayton, J., Biron, M., Christiansen, L., & Kuvaas, B.	*Global Human Resource Management Casebook*	☒	Routledge	
4.	Hampden-Turner, C., & Trompenaars, F.	*Building Cross-Cultural Competence*	☒	Yale University Press	
5.	Hofstede, G.	*Culture's Consequences*	☒	Sage	
6.	Hofstede, G., Hofstede, G., & Minkov, M.	*Cultures and Organizations: Software of the Mind*	☒	McGraw-Hill	
7.	Landis, D., Bennett, J., & Bennett, M.	*Handbook of Intercultural Training*	☒	Sage	
8.	Central Intelligence Agency	*The World Fact Book*	☒	https://www.cia.gov/library/publications/the-world-factbook	
9.	Journals	*International Journal of Cross Cultural Management*	☐	Sage	various
		Cross Cultural Management: An International Journal	☐	Emerald	various
		European Journal of Cross-Cultural Competence and Management	☐	Inderscience	various

Memo for New Course

To: Chair, UEC
From: Dr. Frank Ulbrich
Date: February 14, 2015
Subject: Proposal for new course: BUS 477 Fair Trade and Ethical Consumption

1. Rationale for new course:
    When we enter a local grocery store or a retail outlet, it is likely that we will see a "Fairtrade" label on many different products. A decade ago, this was not the case as fair trade was both a term and practice that was found only in selected speciality stores. Today it has grown to include mainstream business and corporations with names such as: Walmart, McDonalds, Starbucks, Loblaws and Nestlé. What does fair trade actually mean, how does it help the world, and why in many cases, are "Fairtrade" labelled products more expensive than conventional ones?

    Fair trade is a 'supply chain' movement involving commodities and manufactured goods. When commercial buyers purchase products from farmers and producers, they pay a price for buying those goods. For many conventional products the price is unfairly low which means that many producers have a hard time meeting their needs. Fair trade changes this because commercial buyers pay higher prices for commodities and goods so that the producers receive just payment.

    With the growing popularity of fair trade has come increased scrutiny and intensified debate on the strengths and weakness of it. It has resulted in impressive sales and retail growth. It has also shown limitations in its ability to meet its original goal of meeting the needs of producers. If the mainstream corporations are becoming the new face of fair trade, what does this mean for the connection between fair trade, producers' rights and social justice?

    This course will provide the opportunity for students to understand, assess (and perhaps defend) fair trade's past and to discover, assess (and perhaps defend) fair trade's future.

2. How this new course fits into program(s):
    This course is complementary to BUS 377 Management of Cooperatives. While BUS 377 focuses upon the management of business cooperatives; BUS 477 focuses on the trading practices (supply chain management) of these cooperatives, as well as other business entities. The course adds to the breath of study in this area.

    The new course is added as an elective to the BBA degree in the Organization Studies concentration; and, as an elective to the BBA degree in the Human Resource Management option.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
    The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 7, and 9.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
   Not applicable.

5. Which program areas have been consulted about the course?
   Human Resources and Organization Studies Area; Management Area, School of Business Curriculum Committee.

6. If a new discipline designation is required, explain why:
   No new discipline designation is required.

7. What consideration has been given to indigenizing the curriculum?
   Where possible the curriculum highlights the importance of Aboriginal history, culture and practice in trade. It also respects and understands Aboriginal peoples, their traditions and values. In-class cases and guest speakers will be used as part of the learning environment. In many of these, it is the aboriginal farmers and producers, their culture and practices, who form key components in fair trade relations.

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

9. Explain how each of the following 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

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

11. Estimate of the typical costs for this course, including textbooks and other materials:
    Textbooks and materials: $120.00

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 477	**Number of Credits:** 3

Course Full Title: Fair Trade and Ethical Consumption

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Business

Calendar Description:

This course examines the history and practices of fair trade and ethical consumption movements and how they differ from traditional practices of trade. It explores development and solidarity roots; creation of market-driven social justice; and, relationships to cooperatives, retailers, producers, and consumers.

Note: Students with credit for BUS 308E cannot take this course for further credit.

Prerequisites (or NONE):	75 university credits
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: BUS 308E

Cross-listed with:

Equivalent course(s):

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.

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45

Typical structure of instructional hours: 45

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): annually

Department / Program Head or Director: Dr. Frank Ulbrich	**Date approved:**	March 10, 2015
Faculty Council approval	**Date approved:**	
Campus-Wide Consultation (CWC)	**Date of posting:**	
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	

Learning Outcomes

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

LO 1. Analyse the history, theory and practices of fair trade movement and ethical consumption.
LO 2. Apply the key principles and values of fair trade to business and trade situations.
LO 3. Analyse the dynamics of market-driven social justice.
LO 4. Critique the strengths, weaknesses, opportunities, and threats of fair trade networks.
LO 5. Evaluate the impact of individual economic choices.
LO 6. Develop strategies to advance the fair trade movement.

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)

Seminars, presentations, guest speakers, webinars, podcasts

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.	Byrne, S. and Sharpe, E.	*In Pursuit of Justice. Just Us! Coffee Roasters Co-op and the Fair Trade Movement*	☒	Fernwood	
2.	Dubuisson-Quellier, S. translated by Scott, H.	*Ethical Consumption*	☒	Fernwood	
3.	Fridell, G.	*Alternative Trade. Legacies for the Future*	☒	Fernwood	
4.	Fridell, G.	*Fair Trade Coffee. The Prospects and Pitfalls of Market-driven Social Justice*	☒	University of Toronto Press	
5.	Raynolds, L. and Bennett, E.	*Handbook of Research on Fair Trade*	☒	Elgar	

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:	50%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case Studies:	50%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

LO 1: Analyse the history, theory and practices of fair trade movement and ethical consumption
  Topics:
    - Context for fair trade and its development
    - Fair trade and global capitalism
    - History and theoretical origins of fair trade networks
    - History of consumption protection and protest
  Evaluation #1

LO 2: Apply the key principles and values of fair trade to business and trade situations
  Topics:
    - Challenges, opportunities, and limits of fair trade
    - Fair trade in Canada
  Evaluation #2

LO 3: Analyse the dynamics of market-driven social justice
  Topics:
    - Mass consumption
    - Fair trade and market-driven social justice, moral economy
    - Issues facing North – South; South – South; North – North partners
  Evaluation #3

LO 4: Critique the strengths, weaknesses, opportunities, and threats of fair trade networks
  Topics:
    - Commodification of goods
    - Commodities and commerce
    - Fair trade certifications, Marketing, Finance
  Evaluation #4

LO 5: Evaluate the impact of individual economic choices
  To pics:
    - Economies of fair trade
    - Applying fair trade principles
  Evaluation #5

LO 6: Develop strategies to advance the fair trade movement
  Topics:
    - Constructing alternatives to market, Alternate trade, Alternatives to capitalism
    - Building the fair trade movement, Collaborative commons
  Evaluation #6

Supplemental Texts and Resource Materials Form

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

	Author (surname, initials)	**Title (article, book, journal, etc.)**	**Current edition**	**Publisher**	**Year**
1.	European Fair Trade Association	*Various publications*	☒	http://www.eftafairtrade.org	various
2.	Fairtrade Institute	*Various publications*	☒	http://www.fairtrade-institute.org/	various
3.	Fairtrade Federation	*Various publications*	☒	http://www.fairtradefederation.org/	various
4.	Fair Trade Research Group: Centre for Fair and Alternative Trade Studies	*Various publications*	☒	http://www.colostate.edu/Depts/Sociology/FairTradeResearchGroup/	various
5.	Global Exchange	*Various publications*	☒	http://www.globalexchange.org/campaigns/index.html	various
6.	Journals	*Journal of Business Ethics*	☐	Springer	various
		International Journal of Consumer Studies	☐	Wiley	various
		Journal of International Development	☐	Wiley	various

Memo for Program Changes

To: Chair, UEC

From: Dr. Frank Ulbrich

Date: March 02, 2015

Subject: BBA Degree, Human Resource Management Option, Human Resource Management Electives
BBA Degree, Organizational Studies Concentration, Electives

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: Addition of three elective courses to the program areas identified above.

2. Rationale for change(s):
    To provide greater breath to the program; and, to add areas of study that are of importance to business and management.

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? Presented in course memos.

5. Will additional resources be required? If so, how will these costs be covered?
    No additional resources required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
    The additions will provide more choice for students in the program; and, greater opportunity for students outside the BBA program to enrol in business courses to fulfill requirements of a minor.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.

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

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.
   No change

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.
    No budgetary implications for the proposed changes.

School of Business
ufv.ca/business

Bachelor of Business Administration options and concentrations

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives. Concentrations generally require four courses in the area of specialization while options generally require double this amount.

Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites for the Chartered Professional Accountant (CPA) program.

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 346	Income Tax II	3
BUS 347	Auditing Principles	3
BUS 348	Management Accounting II	3
BUS 439	Advanced Financial Accounting	3
BUS 444	Advanced Management Accounting	3
BUS 449	Financial Management II	3

Finance option

The skills developed within the Finance option reflect those demanded in the financial services industry. This option is specifically designed to provide students with training in the four major branches of finance (corporate finance, investment management, money and banking, and international finance); numeracy and analytical skills necessary for asset pricing; computer skills in financial modeling, accounting, and database management; analysis of financial statements; and personal taxation and issue identification.

The courses in this option fulfill some, but not all, of the requirements for the CPA Professional Education Program (PEP).

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 439	Advanced Financial Accounting	3
BUS 449	Financial Management II	3
ECON 410	Macroeconomics and Financial Markets	3

Human Resource Management option

This option is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Human Resources Management Association's Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation.

Course	Title	Credits
BUS 305	Industrial Relations	3
BUS 314	Recruitment and Selection	3
BUS 406	Compensation and Benefits	3
BUS 416	Training and Development	3
BUS 418	Workplace Health and Safety	3
Electives	Four upper-level Business (Human Resource Management) electives	12

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 378	Organizational Culture, Climate, and Change	3
BUS 379	Cross-Cultural Management	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 477	Fair Trade and Ethical Consumption	3
BUS 478	Work Spaces, Built Places	3
BUS 492	Directed Studies	3
CMNS 345	Instructional Skills for the Workplace	4
CMNS 445	Facilitating Skills for the Workplace	4

Marketing option

This option is designed to equip students with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, professional selling and sales management, brand/product management, retailing and e-tail management, and non-profit management.

Course	Title	Credits
BUS 321	Business Marketing	3
BUS 324	Customer Relationship Management	3
BUS 325	E-Marketing	3
BUS 326	Measuring Marketing Effectiveness	3
BUS 327	Consumer Behavior	3
BUS 425	Marketing Strategy	3
Electives	Three upper-level Business (Marketing) electives	9

Marketing electives

The Marketing option includes two official streams of study: professional selling and marketing communications.

Students interested in a career in **marketing communications** should select from the following:

- BUS 223 (Advertising)
- BUS 323 (Introduction to Advertising)
- BUS 329 (Brand Image Management)

- CMNS 375 (Understanding Design for Print Publications)
- BUS 426 (Integrated Marketing Communications, formerly BUS 463)
- BUS 427 (PR and Event Management)

Students interested in a career in **professional selling** should select from the following:

- BUS 322 (Advanced Selling, formerly BUS 390K)
- BUS 328 (Retail Management)
- BUS 422 (Sales Management, formerly BUS 461)
- BUS 423 (Services Marketing).

Three upper-level Business electives for the Marketing option must be chosen from the following list.

Course	Title	Credits
BUS 322	Advanced Selling	3
BUS 323	Introduction to Advertising	3
BUS 328	Retail Management	3
BUS 329	Brand Image Management	3
BUS 421	International Marketing	3
BUS 422	Sales Management	3
BUS 423	Services Marketing	3
BUS 424	Business Intelligence	3
BUS 426	Integrated Marketing Communications	3
BUS 427	PR and Event Management	3
BUS 492	Directed Studies	3
CMNS 375	Understanding Design for Print Publications	3
BUS 390	Special Topics	3

Financial Management concentration

Course	Title	Credits
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 449	Financial Management II	3

Operations Management/Management Information Systems concentration

Course	Title	Credits
BUS 338	Accounting Information Systems	3

Course	Title	Credits
BUS 350	Operations Management	3
BUS 440	Management Information Systems	3
BUS 457	Project Management	3

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 378	Organizational Culture, Climate, and Change	3
BUS 379	Cross-Cultural Management	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 477	Fair Trade and Ethical Consumption	3
BUS 478	Work Spaces, Built Places	3
BUS 492	Directed Studies	3
CRIM 417	Leadership in Groups and Organizations	3

Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as counting toward the completion of the concentration prior to the student enrolling in the course.

OR

Students may take **one** course at another institution to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the concentration prior to the student enrolling in the course. Please contact the department for more details.

Memo

To: Undergraduate Education Committee;

From: Kevin deWolde, Faculty, School of Business

Date: January 23, 2015

Subject: Change of wording from BBA options and concentrations to BBA majors and minors.

1. Rationale for change:

    The words "options" and "concentrations" are used by different faculties and universities in different ways, bringing confusion as to what they actually mean and how they differ from each other. In contrast, the difference between "majors" and "minors" is clearly understood by most people and is used consistently across institutions. As a result, the UFV School of Business would like to change its terminology of "options" to "majors" and "concentrations" to "minors" as this will bring clarity to our program for students and all stakeholders.

Bachelor of Business Administration

UFV offers a program leading to a Bachelor of Business Administration degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet breadth requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, finance, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on ~~option~~majors and ~~concentration~~minors, see this section.

Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program after completing some university study.

Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.

2. Prerequisites for ENGL 105.

3. Prerequisites for MATH 141.

4. One other Approved Grade 12 course with a minimum B grade.

Option 2: University students

This option is available to students who have completed one or more university courses at a recognized institution and have met the following requirements:

1. One of the following:
• a minimum GPA of 2.67 on all university-level credits attempted, or
• a minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.

2. Prerequisites for ENGL 105.

3. Prerequisites for MATH 141.

Option 3: Departmental discretionary admission

The School of Business will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The School of Business will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the School of Business to refresh their academic background by completing one or more lower-level business courses in addition to satisfying any course deficiencies.

Students applying under this category must contact the School of Business prior to submitting a formal application in order to obtain a written statement of permission to apply.

When to apply

Applications are accepted for entrance to the fall, winter, and summer semesters. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• For university students, official transcripts of all post-secondary institutions attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.
• For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades due by August 3.

The following must be included:

a. Official transcript from high school
b. B.C. English 12 or equivalent with a minimum C+ (see Note)

c. B.C. Principles of Math 12 or equivalent with a minimum C+
d. B.C. secondary school graduation or equivalent

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April or May, an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, you will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Residency requirements

At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499.

Transfer credits

The School of Business follows the UFV's Transfer Credit policy (107). See the Transfer credit section for details.

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

• Relevance and suitability of the course to the program as determined by the School of Business
• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the

course subject matter since the course was taken.
• Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult a School of Business program advisor or contact an advisor at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at bctransferguide.ca for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional). (See information on transferability in the Business course descriptions section.)

Fees and additional costs

See the Fees and Other Costs section.

Textbooks and supplies cost approximately $1000–1500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Program requirements

Bachelor of Business Administration degree students are required to complete a minimum of 40 three- or four-credit courses with a cumulative value of at least 120 credits (in most cases the credit value of courses will exceed this total).

BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics. General requirements consist of four general education electives at the 100/200 level (including one natural science lab, one social science, and one humanities); plus a variety of other required courses in math, English, and communications. Students should consult with the Director or program advisor for eligible courses that meet the general education elective requirements.

Program regulations

Standing required for continuance

Students in the Bachelor of Business Administration degree program must maintain a program GPA and semester average of 2.67 (B- average) or above.

Academic warning

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to academic warning for the next semester (see this section for details). A student on academic warning may not register in a course overload. Students who do not achieve a semester GPA of at least 2.67 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.67 will continue on academic warning until the minimum program GPA of 2.67 is achieved.

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Graduation requirements

a) A program GPA of 2.67 or above in years one to four of the BBA.
b) Successful completion of all core and elective courses of the BBA.

Students who complete the first two years of the BBA and meet the GPA and program requirements for the Business Administration diploma may apply for that credential.

Length and location

Students can complete the BBA degree program in four years if five courses are taken each fall and winter semester. A reduced course load is permitted, but a longer period of time will be needed to complete the program. The department requires years one to four to be completed within 10 years if the program is taken on a part-time basis. Students returning to the School of Business at UFV after an absence will be allowed seven years to complete years three and four of the degree.

First- and second-year business courses are offered at both the Abbotsford and Chilliwack campuses; most first-year courses are also offered at the Mission campus. Third- and fourth-year business courses are normally only offered at the Abbotsford campus. However, some of the non-business courses are available in Abbotsford, Mission, or Chilliwack. All students should expect to travel between campuses during their program.

Course withdrawal deadlines

Course withdrawal deadlines follow UFV's Course Withdrawal policy (81).

Addition of Arts and Science extended minor and minor

Students who choose to combine their BBA with a minor or extended minor in an Arts or Science discipline must complete all the requirements of the BBA and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact the Business program advisor to discuss your program plan.

Co-operative Education option

The Co-operative Education option offers students in the BBA degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the Co-operative Education section of the calendar for further details.

Program outline

First year

Semester I

Course	Title	Credits
BUS 100	Introduction to Business	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
ENGL 105	Academic Writing	3

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
MATH 141	Calculus for Business	3

Semester II

Course	Title	Credits
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
STAT 106	Statistics I	4
CMNS 125	Introduction to Workplace Communication	3
ECON 101	Principles of Macroeconomics	3

Second year

Semester III

Course	Title	Credits
BUS 144	Accounting II	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
BUS 249	Essentials of Finance (formerly BUS 149, 162)	3
CMNS 251	Professional Report Writing	3

Semester IV

Course	Title	Credits
BUS 201	Human Resource Management	3
BUS 226/ ECON 226	Economic and Business Statistics (formerly BUS 301)	4
BUS 227	New Business Development	3
BUS 247	Management Accounting	3
BUS 261	Business Law	3

Third year

Semester V

Course	Title	Credits
BUS 320	Business Research Methods	3
ECON 307	Managerial Microeconomics	3
Elective	Lower or upper-level Business elective (see Note 1)	3

Course	Title	Credits
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Semester VI

Course	Title	Credits
BUS 349	Financial Management I	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Fourth year

Semester VII

Course	Title	Credits
BUS 403	Strategic Management	3
BUS 404	Management Science	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Semester VIII

Course	Title	Credits
BUS 405	Strategic Management Simulation	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	Upper-level Business elective (see Note 1)	3
Elective	General education requirement (see Note 2)	3

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:
a) One natural science (lab) course.
b) One humanities course.
c) One social science course.
d) One other general education elective other than business. (This includes any university-level course of three credits or more.)

~~Option~~Majors and ~~concentration~~minors

The following ~~option~~majors and ~~concentration~~minors are available in the BBA:

• Accounting ~~option~~major
• Finance ~~option~~major
• Human Resource Management ~~option~~major
• Marketing ~~option~~major
• Financial Management ~~concentration~~minor
• Operations Management/Management Information Systems ~~concentration~~minor
• Organizational Studies ~~concentration~~minor

See this section for ~~option~~major and ~~concentration~~minor requirements.

Bachelor of Business Administration Honours degree

Students in the Bachelor of Business Administration program have the option of completing a Bachelor of Business Administration Honours degree. The following conditions apply to this program:

• Students must formally apply for entry to the program, by declaration, after completing no fewer than 60 credits and no more than 90 credits applicable to the BBA. Applications after completion of more than 90 credits will only be considered under extenuating circumstances.
• A minimum CGPA of 3.5 on all courses applicable to the degree is required for admission, continuance and graduation.
• Students must complete an additional 12 credits beyond the 120 credits required for the BBA degree. These credits must come from upper-level (numbered 300-400) Business courses; upper-level courses from other areas may be counted toward this total with the Director's approval.
• Students must also complete the requirements of at least one of the Business ~~concentration~~minors or ~~option~~majors listed in the UFV calendar.

Course listings

For complete details on courses see the course descriptions section.

Bachelor of Business Administration ~~option~~majors and ~~concentration~~minors

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives. ~~Concentration~~Minors generally require four courses in the area of specialization while ~~option~~majors generally require double this amount.

Accounting ~~option~~major

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this ~~option~~major become accountants, UFV's Accounting ~~option~~major is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting.

The Accounting ~~option~~major provides the necessary prerequisites for the Chartered Professional Accountant (CPA) program.

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 346	Income Tax II	3
BUS 347	Auditing Principles	3
BUS 348	Management Accounting II	3
BUS 439	Advanced Financial Accounting	3
BUS 444	Advanced Management Accounting	3
BUS 449	Financial Management II	3

Finance ~~option~~major

The skills developed within the Finance ~~option~~major reflect those demanded in the financial services industry. This major is specifically designed to provide students with training in the ~~major~~ areas of finance including: corporate finance, investment management, money and banking and international finance. Upon completion of this ~~option~~major, students will have developed the skills necessary for success in the financial services industry and their pursuit for professional designations.~~This option is specifically designed to provide students with training in the four major branches of finance (corporate finance, investment management, money and banking, and international finance); numeracy and analytical skills necessary for asset pricing; computer skills in financial modeling, accounting, and database management; analysis of financial statements; and personal taxation and issue identification.~~

The Finance ~~option~~major provides some, but not all, of the necessary prerequisites for the Chartered Professional Accountant (CPA) program.

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 439	Advanced Financial Accounting	3
BUS 449	Financial Management II	3
ECON 410	Macroeconomics and Financial Markets	3

Human Resource Management ~~option~~major

This ~~option~~major is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Human Resources Management Association's Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation.

Course	Title	Credits
BUS 305	Industrial Relations	3
BUS 314	Recruitment and Selection	3
BUS 406	Compensation and Benefits	3
BUS 416	Training and Development	3
BUS 418	Workplace Health and Safety	3
Electives	Four upper-level Business (Human Resource Management) electives	12

Human Resource Management electives

Four upper-level Business electives for the Human Resource Management ~~option~~major 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

Course	Title	Credits
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 478	Work Spaces, Built Places	3
BUS 492	Directed Studies	3
CMNS 345	Instructional Skills for the Workplace	4
CMNS 445	Facilitating Skills for the Workplace	4

Marketing optionmajor

This optionmajor is designed to equip students with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, professional selling and sales management, brand/product management, retailing and e-tail management, and non-profit management.

Course	Title	Credits
BUS 321	Business Marketing	3
BUS 324	Customer Relationship Management	3
BUS 325	E-Marketing	3
BUS 326	Measuring Marketing Effectiveness	3
BUS 327	Consumer Behavior	3
BUS 425	Marketing Strategy	3
Electives	Three upper-level Business (Marketing) electives	9

Marketing electives

The Marketing optionmajor includes two official streams of study: professional selling and marketing communications.

Students interested in a career in **marketing communications** should select from the following:

- BUS 223 (Advertising)
- BUS 323 (Introduction to Advertising)
- BUS 329 (Brand Image Management)
- CMNS 375 (Understanding Design for Print Publications)

- BUS 426 (Integrated Marketing Communications, formerly BUS 463)
- BUS 427 (PR and Event Management)

Students interested in a career in **professional selling** should select from the following:

- BUS 322 (Advanced Selling, formerly BUS 390K)
- BUS 328 (Retail Management)
- BUS 422 (Sales Management, formerly BUS 461)
- BUS 423 (Services Marketing).

Three upper-level Business electives for the Marketing ~~option~~major must be chosen from the following list.

Course	Title	Credits
BUS 322	Advanced Selling	3
BUS 323	Introduction to Advertising	3
BUS 328	Retail Management	3
BUS 329	Brand Image Management	3
BUS 421	International Marketing	3
BUS 422	Sales Management	3
BUS 423	Services Marketing	3
BUS 424	Business Intelligence	3
BUS 426	Integrated Marketing Communications	3
BUS 427	PR and Event Management	3
BUS 492	Directed Studies	3
CMNS 375	Understanding Design for Print Publications	3
BUS 390	Special Topics	3

Financial Management ~~concentration~~minor

Course	Title	Credits
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 449	Financial Management II	3

Operations Management/Management Information Systems ~~concentration~~minor

Course	Title	Credits
BUS 338	Accounting Information Systems	3
BUS 350	Operations Management	3

Course	Title	Credits
BUS 440	Management Information Systems	3
BUS 457	Project Management	3

Organizational Studies ~~concentration~~minor

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 478	Work Spaces, Built Places	3
BUS 492	Directed Studies	3
CRIM 417	Leadership in Groups and Organizations	3

Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies ~~concentration~~minor. The course must be approved by the department as counting toward the completion of the ~~concentration~~minor prior to the student enrolling in the course.

OR

Students may take **one** course at another institution to be counted as one elective in the Organizational Studies ~~concentration~~minor. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the ~~concentration~~minor prior to the student enrolling in the course. Please contact the department for more details.

Course listings

For complete details on courses see the course descriptions section.

Accounting certificate

The Accounting certificate program is a comprehensive accounting program designed for mature students who wish to pursue a career as an accounting technician or in financial management. The program is designed to serve the special needs of students wishing to accelerate their progress towards the achievement of graduate membership in one of the professional societies. Specifically, the Accounting certificate will provide students with significant advance credit towards the Chartered Professional Accountants of Canada (CPA Canada). Students are advised to acquaint themselves with the transfer credit/course exemption policies of the accounting societies.

The program may be taken on a part-time basis over several years or on a full-time basis over three semesters. As enrolment is limited, early application is encouraged. The course workload of the full-time program is rigorous and demanding. Prospective students must be prepared to devote above-normal effort and time to their studies.

This commitment is considered essential for successful completion of the program. Professional bodies provide scholarships for students entering their programs. Details may be obtained from a School of Business program advisor or the Financial Aid and Awards office.

A Bachelor of Business Administration — Accounting optionmajor is also available.

Entrance requirements

1. B.C. secondary school graduation, or equivalent.

2. Prerequisites for STAT 106.

3. Prerequisites for CMNS 125.

4. Completion of BUS 144 or BUS 145 or the equivalent (C+ or better).

5. Completion of BUS 160.

6. Completion of BUS 249 (formerly BUS 149, 162).

Note 1: Applicants with minor deficiencies may, at the discretion of the School of Business, be considered for conditional admission.

Students who do not meet these requirements might consider Open Studies.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

The following must be included:

a. Official transcript from high school
b. B.C. English 12 with C+ or better or equivalent (see Note 2)
c. Evidence of successful completion of the prerequisites for STAT 106
d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, you will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

4. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Professional programs

Students should choose electives appropriate for the professional program they intend to follow. Consult the program chair or respective professional program transfer guide.

All the professional programs have work-experience and grade requirements. In addition, these programs change from time to time so interested students should consult the respective professional society or association for up-to-date details.

Length and location

Students taking the program on a full-time basis usually complete it in three semesters. Part-time students may take up to seven years to complete the requirements. We recommend that people working full-time take no more than two courses per semester. All students may have to travel between campuses during their program. Most 300-level courses are offered only on the Abbotsford campus.

Residency requirements

At least 25% of the course work must be completed at UFV.

Transfer credits

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

• Relevance and suitability of the course to the program as determined by the School of Business
• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
• Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at bctransferguide.ca for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

Fees and additional costs

See the Fees and Other Costs section.

Textbooks and supplies cost approximately $1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program outline

Core courses

Course	Title	Credits
BUS 247	Management Accounting I	3
BUS 261	Business Law	3
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 347	Auditing	3
BUS 348	Management Accounting II	3
BUS 349	Financial Management I	3
ECON 100	Principles of Microeconomics	3
CMNS 125	Introduction to Workplace Communication	3
STAT 106	Statistics I	4
Plus:		
One	Upper-level BUS elective (selected from electives list below)	

Electives (choose one)

Course	Title	Credits
BUS 226/ ECON 226	Economic and Business Statistics (formerly BUS 301)	4
BUS 338	Accounting Information Systems	3
BUS 346	Income Tax II	3
BUS 439	Advanced Financial Accounting	3
BUS 440	Management Information Systems	3
BUS 449	Financial Management II	3

Course listings

For complete details on courses see the course descriptions section.

Marketing and Sales certificate

The Marketing and Sales certificate is a part-time program designed for high school graduates interested in marketing and sales as a career. The program provides additional development for those already working in this field, and a solid educational background for those currently in other fields but planning a career in marketing and sales.

Entrance requirements

1. B.C. secondary school graduation, or equivalent.

2. Prerequisites for MATH 140.

3. Prerequisites for CMNS 125.

Note: Students intending to register for CMNS 125, BUS 160, BUS 203, or CIS 110 should refer to prerequisite information listed in the course descriptions.

Students lacking recent preparation are advised to consult with the department about entrance requirement equivalencies.

Students who do not meet these requirements might consider Open Studies.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

The following must be included:

a. Official transcript from high school
b. B.C. English 12 with C+ or better or equivalent (see Note 2)
c. Evidence of successful completion of the prerequisites for MATH 140
d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, students will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Length and location

Students may take up to seven years to complete the requirements (full-time study to complete the program in one year is not possible). We recommend that people working full-time take no more than two courses per semester. All students should expect to travel between campuses during their program. Once you have completed the requirements, you may apply to the Office of the Registrar for the certificate.

Residency requirements

At least 25% of the course work must be completed at UFV.

Transfer credits

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether

any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

• Relevance and suitability of the course to the program as determined by the Business Administration department
• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
• Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at bctransferguide.ca for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

Fees and additional costs

See the Fees and Other Costs section.

Textbooks and supplies cost approximately $1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages.

Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may

eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Program outline

Core courses

Course	Title	Credits
MATH 140	Algebra and Functions for Business (see Note)	3
BUS 120	Essentials of Marketing	3
BUS 160/ CIS 110	Computerized Business Applications	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
BUS 323	Introduction to Advertising	3
BUS 328	Retail Management	3
CMNS 125	Introduction to Workplace Communication	3
CMNS 235	Oral Communication	3

Note: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Electives

Three BUS electives, two of which must come from the courses below:

Course	Title	Credits
BUS 143	Accounting I	3
BUS 201	Human Resource Management	3
BUS 202	Contemporary Management	3
BUS 227	New Business Development	3
BUS 261	Business Law	3

Course listings

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

Administration certificate

The Administration certificate program is offered as a part-time program which consists of two sections. In the core section you will complete six courses which provide a general background in the fundamentals of administration. The elective section allows you a choice of Business Administration courses depending on your interests or requirements, including public/municipal administration courses when available through other institutions or by correspondence.

Entrance requirements

1. B.C. secondary school graduation, or equivalent.

2. Prerequisites for MATH 140.

3. Prerequisites for CMNS 125.

4. One full year of full-time work experience after high school.

Note 1: Students intending to register for CMNS 125 and BUS 160 should refer to prerequisite information listed in the course descriptions section.

Students lacking recent preparation are advised to consult with the School of Business about entrance requirement equivalencies.

Students who do not meet these requirements might consider Open Studies.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• Official transcripts (or interim transcripts) of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

The following must be included:

a. Official transcript (or interim transcript) from high school
b. B.C. English 12 with C+ or better or equivalent (see Note 2)

c. Evidence of successful completion of the prerequisites for MATH 140
d. B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

Admission to program

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Students will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Program re-entry

For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Length and location

Students may take up to seven years to complete the requirements for this certificate program (full-time study to complete the program in one year is not possible). We recommend that people working full-time take no more than two courses per semester. All students should expect to travel between campuses during their program.

Residency requirements

At least 25% of the course work must be completed at UFV.

Transfer credits

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

• Relevance and suitability of the course to the program as determined by the School of Business
• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
• Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at bctransferguide.ca for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting ~~option~~major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).

Fees and additional costs

See the Fees and Other Costs section.

Textbooks and supplies cost approximately $1,000-1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Academic performance requirements

Students must obtain a minimum grade point average of 2.0 (C average) or above in their final semester as well as cumulatively in order to be awarded the certificate.

Undergraduate continuance

Academic standing will be governed by UFV's [Undergraduate Continuance policy (92)](#). Students must have a CGPA of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the [Undergraduate Continuance policy (92)](#) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Program outline

Core courses

Course	Title	Credits
MATH 140	Algebra and Functions for Business (see Note)	3
BUS 100	Introduction to Business	3
BUS 143	Accounting I	3
BUS 160	Computerized Business Applications	3
BUS 261	Business Law	3
CMNS 125	Introduction to Workplace Communication	3
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	3

Note: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Elective courses

Five other business courses for which the student meets the prerequisite requirements. CMNS 235 (Oral Communications), is a recommended elective. Courses in areas other than business may be considered electives at the discretion of the School of Business.

Course listings

For complete details on courses see the course descriptions section

Business Administration diploma

The two-year diploma program is designed to give graduates a solid educational background on which to build a business career. The Business Administration diploma program develops practical skills in writing, mathematics, and computing, along with an understanding of fundamental principles in the areas of marketing, accounting, economics, and management. By carefully selecting their courses, diploma students can meet the admission requirements of the BBA as well as the prerequisites for upper-level business courses.

Entrance requirements

1. B.C. secondary school graduation, or equivalent.

2. Prerequisites for MATH 140.

3. Prerequisites for ENGL 105.

All students entering this program are expected to be computer literate. This means knowing how to run programs from a Windows environment, and having basic Internet, word processing, and spreadsheet skills.

Students who have completed certificate or one-year programs such as the Administration certificate will receive credit for completed courses that are in the diploma, conditional on meeting residency and grade requirements.

Open Studies allows students who do not currently meet diploma entry requirements to upgrade their qualifications for future admission.

When to apply

Applications are accepted for entrance to the fall semester only. For application deadlines, see Specific intake application process.

How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

Additional documents required for a complete application:
• Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

The following must be included:

a. Official transcript from high school
b. B.C. English 12 or equivalent with a minimum C+ (i.e. evidence of having completed the

prerequisites for ENGL 105; see Note)
c. Evidence of successful completion of the prerequisites for MATH 140
d. B.C. secondary school graduation or equivalent

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

2. Upon admission, you will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

3. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Length and location

Students can complete the diploma program in two years if they take five courses each fall and winter semester.

A reduced course load is permitted but will result in a longer period of time needed for program completion. The department requires the diploma to be completed within seven years.

The full diploma program is offered at both the Abbotsford and Chilliwack campuses. Most of the first year of the diploma program is offered at the Mission campus. All students should expect to travel between campuses during their program.

Residency requirements

At least 25% of the course work must be completed at UFV.

Transfer credits

Recognition of previously completed business courses

Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.

The following criteria are used:

• Relevance and suitability of the course to the program as determined by the School of Business
• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
• Courses taken at other institutions may not be used to meet the program residency requirements.

Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at bctransferguide.ca for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting optionmajor to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional). (See information on transferability in the Business course descriptions section.)

Fees and additional costs

See the Fees and Other Costs section.

Textbooks and supplies cost approximately $1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

Program regulations

Standing required for continuance

Students in the Business Administration diploma program must maintain a program GPA and semester average of 2.0.

Note: For entry to the third year of the BBA see the BBA degree program entrance requirements.

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.00 to remain enrolled in Good Academic Standing at UFV.

Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the University. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Co-operative Education option

The Co-operative Education option offers students in the School of Business the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the Co-operative Education section of the calendar for further details.

Program outline

First year

Semester I

Course	Title	Credits
BUS 100	Introduction to Business	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
ENGL 105	Academic Writing	3
ECON 100	Principles of Microeconomics	3
MATH 140	Algebra and Functions for Business (see Note 1)	3

Semester II

Course	Title	Credits
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
STAT 106	Statistics I	4
CMNS 125	Introduction to Workplace Communication	3
ECON 101	Principles of Macroeconomics	3

Second year

Semester III

Course	Title	Credits
BUS 144	Accounting II	3
BUS 203	Organizational Behaviour	3
BUS 249	Essentials of Finance (formerly BUS 149, 162)	3
Elective	Marketing: BUS 221, BUS 223, or BUS 328 (formerly BUS 224) (see Note 2)	3
Elective	Any non-Business course (see Note 3)	3

Semester IV

Course	Title	Credits
BUS 201	Human Resource Management	3
BUS 227	New Business Development	3
BUS 247	Management Accounting	3
BUS 261	Business Law	3
Elective	Any Business course (see Note 4)	3

Note 1: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Note 2: Students planning to transfer their credits to the BBA should take BUS 221.

Note 3: Students planning to transfer their credits to the BBA should take CMNS 251.

Note 4: Students planning to transfer their credits to the BBA should take BUS 226/ECON 226(formerly BUS 301).

Course listings

For complete details on courses see the course descriptions section.

Dean's Report
March 20, 2015

Noted below are a few of the activities happening within our Schools and Departments. Please note that this list is only a very brief hint of what is actually going on. Congratulations to everyone for the many student and faculty opportunities you have been working on this past month!

Child, Youth and Family Studies

Associate Professor Maple Melder Crozier honoured a request from the Mission Hospice Society to present on the topic of "Forgiveness", one of her current research interests. She met with 22 people aged 28 to 75 to help them learn contemporary practices of Forgiveness for the clients with which they volunteer and support, and for themselves.

Associate Professor Christine Slavik has three publications included in the Mar 10th Publication Celebration.

Les Stagg was selected as a new Board Member for the Fraser Valley Child Development Centre. They serve families with children 0 to 8 in the communities of the Valley.

Two activities by student-led groups from the CYC 402 Community Development & Interdisciplinary Practice course (taught by Associate Professor Cindy Ramage):
Mar 13 was a Sleep Out to bring awareness to youth homelessness and raise funds for Covenant House, a youth shelter in Vancouver;
Mar 24th is a Forum, co-sponsored by Abbotsford Community Services, to discuss the issue of youth-in-care transition to adulthood in the Fraser Valley.

Teacher Education Department

Based on her initial workshop, Janet Carroll has been asked to provide a series of workshops in relation to mentoring as part of an ongoing initiative in School District #33.

Barbara Salingre visited the KPE 455 class and gave a guest seminar relating preparation in physical education with various levels of teaching in the K-12 system.

Awneet Sivia has received UFV ethics approval for a small scale, qualitative study titled: "Exploring the Development of Pre-Service Teachers' Epistemologies or Views of Science in a Teacher Education Program".

Josh Amiel from UBC is confirmed for presenting May 12, from 1:30 - 3:00 in B101. His presentation is about 45 minutes long with time after for questions and discussion. This event is open to interested members of the Faculty of Professional Studies.

Library Information Technology Department

The Department is pleased to now offer 75 simultaneous connections to some of the industry's latest and most important training and work tools: *Cataloger's Desktop*, *Classification Web*, and *RDA Toolkit.*
Faculty member Christina Neigel will be published in *Library Administration and Management*, for an article she wrote about women library leaders.

Kenneth Gariepy is working on a draft of a book about academic freedom called *Power, Discourse, Ethics*, which will be published in Europe later this year.

The Library & Information Technology Students' Association (LITSA) held its annual Mock Interviews and LTAS Speed Mentoring Event on Jan. 31st. Twenty-six students and volunteers participated. It also held its yearly Quiz Night on Feb. 5th at Aftermath, with proceeds supporting the Association's bursary. The results of its executive elections will be announced soon.

School of Business

Some student engagement activities…

On February 6, a Finance Career Networking Breakfast was held with 29 students and four sponsors participating in roundtable discussions. Students had an opportunity to ask questions, get to know the industry professionals and give out their resumes.

Dr. Amir Hajbaba will be accompanying a team of five BBA-Finance students, as the Faculty Advisor, in the Chartered Financial Analysts (CFA) Research Challenge Local Competition. This event is hosted by CFA-Vancouver and they will be competing with six other teams from well-known universities in BC (comprised of undergraduate/post-graduate students), in Vancouver Terminal City Hall, March 13. The winner of the challenge will move on to compete at the CFA Regional (and potentially Global) Challenge in Atlanta, Georgia.

Dr. Mike Ivanof is mentoring a group of four students who are participating in the Sauder (UBC) Parallel Case Study competition. The group has advanced through various steps and will stay in the competition in March.

Mark Breedveld and Dr. Frank Ulbrich toured BE Group's pressure supply manufacturing facilities in Abbotsford. They met with the senior management team to discuss sales employment opportunities for students in BE's sales department and site visits for BBA students (a first visit is scheduled in late March).

Adult Education Department

The Department has finalized an articulation agreement with Saskatchwan Polytechnic (formerly SIAST) for a 24-credit transfer of their Faculty Certificate Program. A press release from Sask Polytechnic will be circulated Nationally soon.

Seonaigh MacPherson has a paper she co-authored with Chris Campbell and Tanis Sawkins accepted and published during this period by the principal scholarly journal in the field of adult ESL in Canada: *TESL Canada Journal.* The article is included in a special issue on task-based design in TESL and is entitled: "Preparing students for education, work, and community: Activity theory in task-based curriculum design."

The Department welcomes Susie Findlay, Dean of Teaching and Learning at the Vancouver Community College as a sessional faculty member teaching ADED 310 Foundations of Adult Education in the summer session. The Department is delighted to have Susie joining them as she oversees the Provincial Instructors' Diploma for BC as well.

NEWS: Students are eligible to apply for the Canada Jobs Grant program to fund their tuition with contributions from their workplace. This program pays up to $10,000 and 75% of the cost of upgrading with the employer covering the rest.

School of Social Work and Human Services

Congratulations!: The School of Social Work and Human Services (SWHS) was awarded a four year accreditation for the MSW program.

Social Work Week: The Fraser River Branch held an event during Social Work Week on March 10th: Roop Seebaran's lecture on ***Advocacy: The Bedrock of Social Work.*** A number of social work students and alumni were in attendance. Roop was awarded a certificate for his tireless advocacy and community work. In addition, a student led poverty reduction event is planned for March 13th in b101, all are welcome!

Continued Professional Development (CPD): The model of CPD the school is adopting has been presented to the SWHS. This is a partnership model developed with CE. It is cost recovery approach to addressing the CPD needs of all BC social workers. Research has been undertaken and various courses have been identified along with multiple delivery options. The intention is to go live with the program in fall 2015.

Conference: Promotion of the conference is in full swing. With over 100 registrations in the first few weeks, the School is confident in meeting their target of 350 attendees. Check out the link www.ufvroc.com

Sex, Gender and Behaviour – By Josh Amiel

Josh Amiel from UBC is confirmed for presenting May 12, from 1:30 - 3:00 in B101. His presentation is about 45 minutes long with time after for questions and discussion. Here is the description of his presentation...

<u>Sex, Gender and Behaviour</u>

When discussing gender differences in adolescent behaviour, teachers often focus on socially constructed gender stereotypes while ignoring important differences in male and female brain development.

In fact, hormones shape sex-specific neural pathways in our brains *in utero*, which means that children's brains are distinctly male or female before birth—and before any social interactions.

Understanding how sex hormones shape boys' and girls' neural circuits can provide valuable insight into the gender-typical behaviours we see every day in our classrooms. This presentation focuses on how accounting for neurological differences between boys and girls enables teachers to structure more effective and engaging lesson plans.

Child and Youth Care Sleep Out

We are a group of 4th year Child and Youth Care (CYC) students who have been assigned the task of creating a Community Development project. As CYC students we are passionate about the issue of homelessness and raising awareness around the stigma's and barriers that impact homeless youth today. We want to increase people's recognition that this is not just an issue that occurs on the downtown eastside (DTES), this is an issue that impacts every community, including those in the Fraser Valley.

We are raising money for Covenant House in Vancouver by hosting a Sleep Out event on the UFV campus on Friday March 13th. We are also working together with Covenant House in creating a presentation to engage high school students and other youth to facilitate their own Sleep Out events. They already have a manual in place for the "Student Edition Sleep Out" but need help in creating a presentation that will be effective in engaging youth.

Our CYC group of five will try and gather as many CYC students and faculty to join us. Covenant House will be providing a cardboard box and each participant will bring a sleeping bag or blanket. The aim is to create an authentic experience. People will not be allowed to bring dry clothes to change into, tents or anything to cover themselves with however they will be able to use their piece of cardboard however they choose. There will be no food, snacks or beverages provided (participants can bring their bottle of water).

The experience will be documented through a video (with consent) and also through written reflection about each participant's experience. Covenant House can then use this information for their blog and website to further highlight the issues around homelessness, homeless youth and inspire others to participate in similar events.

The Sleep Out Home Page can be found at:

http://chvsleepout.kintera.org/faf/search/searchTeamPart.asp?ievent=1112400&lis=1&kntae1112400=680369D154DE41DDB1629EFE095F6AF6&team=6261625

Students
University of the Fraser Valley
33844 King Road
Abbotsford, BC, V2S 7M8

Dear students,

We would like to invite you to join us at our UFV CYC forum on foster care "Building Bridges Beyond 19: A Community Conversation about Youth Aging out of Foster Care". This event is being hosted by 4th year Child and Youth Care students in partnership with the Abbotsford Community Services initiative "Building Bridges Beyond 19".

Tuesday March 24th, 2015 at UFV Theatre B101
6pm to 8pm (doors open at 5:45pm)

Our goal is to bring together a select group of individuals; representing front line workers, former youth in care, foster parents and other relevant community advocates and contributors. Using a forum format to conduct an appreciative inquiry into what aging out of care looks like from the various perspectives and to discuss how we as a community can facilitate change in our current practices.

Currently, when a youth in foster care ages out of care at age 19, they lose their social worker, often their home and their foster care funding expires. These youth are in many cases left with little or no support. Our forum discussion will give a voice to youth who have been in care and will seek community and professional support for change. We hope to raise awareness and to develop some creative ideas for changing the current situation of youth aging out of care.

Your perspective, knowledge and your attendance would be greatly appreciated.

Kindest Regards,

Cynthia Brodowski, Kristi Van Oosterom	Faculty Contact
April Zhang, Brooke Schott, Melissa Cummings	Cindy Rammage BA,MA
BA Students – Child and Youth Care	Associate Professor – Child and Youth Care
Child Youth and Family Studies Department	Child Youth and Family Studies Department
University of the Fraser Valley	University of the Fraser Valley

To RSVP, reserve a ticket, or for other inquiries please email eventyouthageingoutofcare@gmail.com

Faculty Council Motions/Actions
February 20th, 2015

Motions/Action		Follow Up
MOTION **Margaret Coombes/Jan Lashbrook Green** THAT the agenda of February 20th, 2015 be approved as presented. **CARRIED**		
MOTION **Lucki Kang/Don Miskiman** THAT the minutes of January 23rd, 2015 be approved as presented. **CARRIED**		
ACTION **Tracy Ryder Glass** Agenda item 2.1 Faculty Standards and Criteria The Professional Studies Faculty Standards and Criteria document will be sent out to Faculty Council Members, for final review and will be brought back to the next Faculty Council meeting on March 20, 2015 for approval.		
MOTION **Lucki Kang/Lisa Moy** THAT the Bachelor of Social Work calendar changes be approved as presented. **CARRIED**		
MOTION **Frank Ulbrich/Kevin DeWolde** THAT the changes to prerequisites for BUS 227, BUS 326 and BUS/ECON 349 be approved as presented. **CARRIED**		
MOTION **Kenneth Gariepy/Don Miskiman** THAT the new course proposal for LIBT 399 be approved as presented with the rewording of Learning Outcome #3 to include the word "critique" instead of critical. **CARRIED**		