UNIVERSITY OF THE FRASER VALLEY

UEC MEMORANDUM

UEC Chair: Samantha Pattridge
Phone: 4177

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Undergraduate Education Committee Representatives

FROM: Amanda Grimson, UEC Assistant

DATE: November 21, 2011

RE: NOTICE OF UEC MEETING

An Undergraduate Education Committee (UEC)

meeting is scheduled for:

Friday, November 25, 2011

10 am-Noon, Room A225 (Abbotsford campus)

[Agenda package attached]

Draft UEC motions, November 25, 2011

1. Approval of the agenda

- To approve the agenda as presented.

2.1. Approval of UEC minutes

- To approve the UEC draft minutes presented.

3. Course Outlines

- To approve the following course outlines as presented.

4.1. Arts

- To approve the new ARTS 100 course outline as presented.
- To approve the changes to the Bachelor of Arts

4.2. Computer Information Systems/Mathematics and Statistics

- To approve the new Post-degree Certificate in Data Analysis ***(Data Analysis certificate?)*** and the related course outlines as presented.

4.3. Trades

- To approve the changes to the Welding Level C certificate as presented.

4.4. Early Childhood Education

- To approve the changes to the Early Childhood Education certificate and diploma programs as presented.

5.1. Continuance policy

- To accept the changes to the undergraduate continuance policy as presented.

5.2. Course and program approval policy

- To accept the changes to the course and program approval policy as presented.

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

Friday, November 25, 2011
10 am – 12 pm, Room A225
Abbotsford Campus

AGENDA

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1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: October 28, 2011 Exhibit #2.1

3. COURSE OUTLINES

The following courses are ready for publication following UEC approval. Official course outlines are available online at http://www.ufv.ca/calendar/courseoutlines/uec/.

3.1. Upgrading and University Preparation

New course: MATH 096

3.2. Physics

Change to prerequisites: PHYS 093 (revisions made after UEC approval on Oct. 28, 2011)

4. PROGRAMS

4.1. Arts *S. Fisher* Exhibit #4.1

New course: ARTS 100, Home and the World: An Interdisciplinary Intro. to University Studies
Change to program: Bachelor of Arts degree
Change to program: Liberal Arts diploma

4.2. Computer Information Systems/Mathematics and Statistics *G. Schlitt* Exhibit #4.2

(Official course outlines available online at http://www.ufv.ca/calendar/courseoutlines/uec/)
New program: Data Analysis certificate
New cross-listed course: COMP 331/MATH 331, Data Quality
Course review with changes including prerequisites: CIS 230, 385, 430
New course: MATH 271, Introduction to Data Analysis and Statistical Modeling
New cross-listed course: MATH 272/CIS 272, Statistical Graphics and Languages
New cross-listed course: MATH 431/COMP 431, Data Mining
Changes including prerequisites and hours: MATH 315, 330, 350, 430
Changes including prerequisites, hours, and course title: MATH 402
Course review with changes including prerequisites and hours: MATH 370, 420
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4.3. Trades *R. Arnold* Exhibit #4.3
Change to program: Welding Level C

4.4. Early Childhood Education/Child and Youth Care *L. Stagg* Exhibit #4.4
Change to programs: Early Childhood Education certificate and diploma

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Continuance policy *S. Brigden* Exhibit #5.1

5.2. Course and program approval policy *S. Brigden* Exhibit #5.2

5.3. Honours framework Exhibit #5.3

5.4. UEC membership composition Exhibit #5.4

5.5. Special admissions *E. Harris* Exhibit #5.5

5.6. Transfer credit *E. Harris* Exhibit #5.6

6. INFORMATION

6.1. Notice of future agenda items
6.1.1. Credit values

7. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

Friday, October 28, 2011
10 am – 12 pm, Room A225
Abbotsford Campus

DRAFT MINUTES

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Present: A. Arndt, A. Bradley, S. Brigden, J. Carroll, C. Forster, D. Freschi, S. Hardman, E. Harris, R. McLeod, S. Pattridge, E. Spalding, S. Stegmueller, O. Steyn, S. Potter

Absent: D. Alary, M. Bos-Chan, W. Burton, K. Isaac, R. Khalideen, D. Thomson, S. McMath, B. Whittaker

Guests: T. Anzai, I. Cohen, D. Hudson, I. Hunt, A. McCormick, S. Piper, N. Taylor

Recorder: A. Grimson

1. APPROVAL OF THE AGENDA

MOTION: **R. McLeod/E. Spalding**
To approve the agenda as presented.

CARRIED

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: September 30, 2011

MOTION: **J. Carroll/E. Spalding**
To approve the draft minutes as presented.

CARRIED

3. COURSE OUTLINES

MOTION: **E. Spalding/S. Brigden**
To approve the following course outlines as presented.

CARRIED

3.1. Adult Education

New course: ADED 340, Program Planning and Evaluation

3.2. Criminology and Criminal Justice

New course: CRIM 435, Innovations in Canadian Public Safety
Changes including credits: CRIM 320
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3.3. Mathematics

Course review with changes: MATH 205

3.4. Social, Cultural, and Media Studies

New course: MACS 350, Critical Studies in Digital Media in Canada
New course: SOC 352, Public Policy Analysis
New course: SOC 353, Program Evaluation
New course: SOC 430, Knowledge, Power, Science, and Society
Course review with changes: ANTH 102
Course review with changes including title and prerequisites: MACS 240
Course review with changes including prerequisites: MACS 490
Course review with changes: SOC 101, 210
Changes including title, prerequisites, and new cross-listing: SOC 250 (cross-listed as GDS 250)

3.5. Physics

Change to prerequisites: ASTR 104
Change to prerequisites: PHYS 083, 093, 101, 105
Changes including course number and prerequisites: PHYS 175 (formerly PHYS 275)

3.6. Visual Arts

Change to course number: VA 223 (formerly VA 123)
Change to course number: VA 224 (formerly VA 124)
Change to course number: VA 231 (formerly VA 131)
Change to course number: VA 232 (formerly VA 132)
Change to course number: VA 252 (formerly VA 152)
Change to course number: VA 283 (formerly VA 183)
Change to course number: VA 284 (formerly VA 184)
Changes including title, prerequisites, hours, and course number: VA 271 (formerly VA 171)
Changes including title, prerequisites, hours, and course number: VA 272 (formerly VA 172)
Change to prerequisites: VA 321, 331, 351, 383

4. PROGRAMS

4.1. Adult Education

New program: Adult Education and Workplace Training certificate

MOTION: **E. Spalding/R. McLeod**

To approve the new Adult Education and Workplace Training certificate (type B certificate) as amended:

- Entrance requirements to be changed to: “New students should apply to the Adult Education program path. Students will be required to meet the admissions requirements for Adult Education Studies, as well as meet course prerequisites. Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.”

CARRIED
RECOMMENDED TO SENATE

4.2. Biology

Change to program: Biology major, major concentrations, and minor

MOTION: **A. Arndt/A. Bradley**

To approve the changes to the Biology major and major concentrations as presented, for implementation in September 2012.

CARRIED

MOTION: **S. Brigden/A. Arndt**

To approve the changes to the Biology minor as presented.

CARRIED

4.3. Mathematics

Change to program: Mathematics major

MOTION: **J. Carroll/S. Brigden**

To approve the change to the Mathematics major upper-level requirements as presented.

CARRIED

4.4. Social, Cultural, and Media Studies

Reinstatement of program: Anthropology extended minor

MOTION: **E. Spalding/S. Brigden**

To approve the reinstatement of the Anthropology extended minor, with revisions, as presented.

CARRIED

RECOMMENDED TO SENATE

Reinstatement of program: Sociology extended minor

MOTION: **E. Spalding/S. Brigden**

To approve the reinstatement of the Sociology extended minor, with revisions, as presented.

CARRIED

RECOMMENDED TO SENATE

4.5. Physics

Change to program: Physics Honours

MOTION: **R. McLeod/A. Bradley**

To approve the changes to the Physics Honours requirements as presented.

CARRIED

Change to program: Physics major

MOTION: **E. Spalding/A. Arndt**

To approve the changes to the Physics major requirements as presented.

CARRIED

4.6. Visual Arts

Change to program: Visual Arts major

MOTION: **S. Brigden/E. Spalding**

To approve the changes to the Visual Arts major requirements as presented.

CARRIED

RECOMMENDED TO SENATE

Change to program: Visual Arts diploma

MOTION: **E. Spalding/C. Forster**

To approve the changes to the Visual Arts diploma requirements as presented.

CARRIED

RECOMMENDED TO SENATE

Change to program: Bachelor of Fine Arts

MOTION: **S. Brigden/C. Forster**

To approve the changes to the Bachelor of Fine Arts course repetition and residency as presented.

CARRIED

RECOMMENDED TO SENATE

4.7. Trades

Change to program: Plumbing and Piping certificate

The credit value proposed for these programs may seem low when compared to other areas, but E. Harris noted that it is consistent for UFV vocational programs to be credited based on a 1 credit = 1 week formula.

There was some confusion regarding what type of credit students would be granted for these programs, and concern that these would count towards course prerequisites requiring, for example, “30 university-level credits”. E. Harris clarified that these will be “vocational credits” as opposed to “university-level credits”,

MOTION: **R. McLeod/A. Arndt**

To approve the changes to the Plumbing and Piping certificate as amended:

- Courses will be referred to as PLMB, rather than PLU.

CARRIED

RECOMMENDED TO SENATE

Change to program: Joinery certificate

MOTION: **R. McLeod/E. Spalding**

To approve the changes to the Joinery certificate as amended:

- Courses will be referred to as JOIN, rather than JNY.

CARRIED

RECOMMENDED TO SENATE

4.8. Criminology and Criminal Justice

Change to program: Bachelor of Arts (Criminal Justice)

The criminal record check will take place after students are accepted into the program. Students will not be removed from the program if there are problems with the record check, but those students will require an alternative practicum placement.

MOTION: **C. Forster/J. Carroll**

To approve the changes to the Bachelor of Arts (Criminal Justice), including the addition of a criminal record check and practicum regulations, as presented.

CARRIED

RECOMMENDED TO SENATE

New program: Criminal Justice Honours

The proposed honours degree is 134 credits, and so does not fit within the current honours framework, which specifies a maximum of 132 credits. A. McCormick indicated that this is because the original degree is 124 credits, and the honours courses (one at four credits and one at six credits) add a total of 10 credits to the degree. The School of Criminology and Criminal Justice does not wish to change the number of required credits for either the degree or the proposed honours program.

UEC members felt that the framework should be revised and approved by Senate before the program is approved.

MOTION: **J. Carroll/C. Forster**

To approve the Criminal Justice Honours program as presented.

DEFERRED

New course: CRIM 490, Honours Thesis Development

New course: CRIM 491, Honours Project

Approval of these courses will be deferred until the program can be approved.

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. UEC membership composition

A revised membership composition list, prepared based on past UEC discussions, was discussed. Proposed changes included the following:

- Allowing designates for all ex-officio positions
- Moving the University Secretary & Registrar position to voting status
- Removing the University Librarian position
- Specifying the type of staff member to be included (departmental assistant or program advisor)
- Eliminating all non-voting positions (current non-voting members – or their designates – should continue to be specifically included in the campus-wide consultation)

Discussion of these changes resulted in the recommendation that the Senior Advisor on Indigenous Affairs (or designate) position be retained, but that this should become a voting

position. UEC members also questioned whether the type of staff member position should be specified, and suggested that this be listed as "one staff member (**e.g.** departmental assistant of program advisor), approved by Senate".

Note: Based on feedback from the University Librarian received after the meeting, UEC's recommended membership composition will retain the University Librarian (or designate) as a voting member.

5.2. UEC Terms of Reference

An edited copy of the Terms of Reference, prepared based on past UEC discussions, was discussed. No additional changes were proposed.

5.3. Honours Framework

UEC suggested changes to the honours framework at its August 26, 2011 meeting, and distributed these to faculty councils for feedback. Responses from the faculty councils were considered, and additional revisions to the requirements were discussed.

The current requirements state that an honours program should not exceed 132 credits. While rules for maximum credits are reasonable for regular degrees, it was questioned whether maximums should specifically be set for honours degrees. UEC members felt that it would be sufficient to specify the additional credits required for an honours degree (9-12), and that the 132 credit maximum should be removed.

Feedback from the Professional Studies Faculty Council suggested that the additional educational activities (honours course, seminar, thesis, or project) should be at the 400-level. After some discussion, UEC determined that these should be specified as "upper-level" activities.

The third point of the overall requirements was also discussed. This requires that students only be admitted to an honours program after completing at least 60 credits, but that they will not be admitted if they are within 30 credits of completing the degree. UEC did not see a need for this requirement.

MOTION: **E. Spalding/S. Brigden**

To accept the following Honours framework requirements:

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.
2. Honours programs must contain additional academic requirements to a corresponding major or degree as specified by the department that include:
   - Additional credit requirements of up to 9-12 credits, and
   - Completion of additional upper-level educational activities such as an honours course, seminar, thesis, or project.

   Students should be aware of the prerequisites for the above criteria and plan accordingly.
3. Students who fail to meet the graduation requirements for an honours degree, but do meet the requirements for the corresponding non-honours degree program would be awarded the non-honours degree.

CARRIED

RECOMMENDED TO SENATE

5.4. Official course outline form: Subcommittee

A subcommittee was formed to review and revise the official course outline form. J. Carroll, S. Pattridge, and S. Hardman will participate on this committee; W. Burton will also be asked to participate.

5.5. Pre-UEC training and rotation

To ensure that someone from UEC reviews each Pre-UEC submission, and to help with the workload, S. Pattridge proposed setting up a regular rotation schedule. Some brief training sessions will be provided so that UEC members are aware of what they should be looking for and potentially commenting on.

5.6. Transfer credit policy

This item will be discussed at the November agenda.

6. INFORMATION

6.1. Communications

Discontinued courses: CMNS 099, 165

6.2. Mathematics

Discontinued course: MATH 170

6.3. Notice of future agenda items

6.3.1. Review of UFV's approach to cross-listed courses

7. ADJOURNMENT

Rationale for proposed pilot first-year interdisciplinary program (ARTS 100)

This course, aimed at direct-entry BA students, would accomplish several goals:

- Introduce students to two disciplines
- Demonstrate that issues in the world do not fit into academic categories; real-world problems require interdisciplinary thinking
- Demonstrate the value of research, reading, and discussion in understanding vital issues in our community and in our world
- Create a cohort in order to ease the transition to university and to make students feel that they belong to a learning community
- Provide an intensive focus on developing skills in writing and reading
- Integrate writing with the teaching of subject matter so that writing assignments are tied to engaging and important questions

We believe that investing in the first-year experience will strengthen student commitment and skills for subsequent years of the degree. While we have not listed experience in creative thinking and practical problem-solving as an explicit goal, we hope that it will also feature in the course; whether this can be part of ARTS 100 will depend on the theme, the instructors, and community opportunities.

Course structure

Students in ARTS 100 will attend 1 lecture, 1 activity block, 1 seminar, and 1 tutorial each week. The first **lecture** of each week introduces the "big idea" of the week and provides an introduction to the week's readings; the second lecture slot (which we are calling the **activity block**) is reserved for such activities as films, field trips, project work, and guest speakers. In the **seminar**, students will look in more detail at the readings and engage in discussion about the lecture and the texts. The weekly **tutorial** will focus on writing and research.

Proposed timetable

M Lecture section 10 – 11:20 (60 students)

W Activity block 10 – 11:20 (60 students)

M Seminar sections 1:00 – 2:20 (3 sections of 20)

W Tutorials A and B 1:00 – 2:20 (3 sections of 10; each student attends 1 tutorial per week)

T Tutorials B 4:00- 5:20 (3 sections of 10; each student attends 1 tutorial per week)

Workload implications

If there are 3 instructors with an enrolment of 60 students, the equivalent class size will be 20 students per instructor. Each week, an instructor will need to attend 1 lecture and 1 activity block, teach 1 seminar, and run 2 tutorials. In addition, depending on the allocation of topics and activities, each instructor will deliver 3 or 4 lectures.

The net contact time for each instructor is 7.5 hours per week. (Note that each instructor will give only 3 or 4 lectures, so that for most of the lecture hours, the instructor will only be attending, not lecturing.) Each instructor will give 2 tutorials per week (to 2 different groups of students), so this should mean only 1 prep. The marking load for each instructor will be 20 students. There may be more office hours/consultation time required for this course than for an ordinary section of a first-year course. There will also be extra time required for planning and coordination with other members of the course team.

Credits and hours

This course carries 9 credits, but the proposed structure reflects only 7.5 hours per week. I am assuming that the reading, seminar preparation, field trips, and project work will require extra time from students and more consultation with the instructor; therefore, it seems justifiable to reduce the classroom hours.

Developing course themes

If the shell course is approved in principle, we will hold an “open house” for instructors in order to discuss questions about the pilot and to invite proposals for teams and themes.

To: Undergraduate Education Committee

From: Susan Fisher (for the BA Task Force)

Re: ARTS 100 concerns raised by Elaine Harris

After consultation with Elaine Harris and Elaine Newman, we have made the following changes to the version of ARTS 100 that was submitted to the Pre-UEC consultation:

1. Deleted ENGL 100 as a synonymous course
2. Added note re maximum course load to forestall any problems with Policy 63 which specifies that students can enrol in as many as 6 courses. (This policy is now being considered for revision, but in the meantime, we will include this note in the calendar description.) Note will read as follows:
   In determining maximum permissible course loads, ARTS 100 will count as 3 courses.
3. I will contact English and Communications to ensure that ARTS 100 appears as an acceptable prerequisite wherever ENGL 105 is listed as a prerequisite. This will ensure that any students taking this pilot course will have it recognized as equivalent to ENGL 105 for prerequisite purposes.
4. New copy will be added to the calendar (p. 40) specifying that this pilot course meets both the writing and the reasoning requirements for the BA degree.
5. ARTS 100 is specifically designated as a writing-intensive course. Elaine had some concerns about whether it was indeed equivalent to ENGL 105. The strong emphasis in ARTS 100 on writing, reading, and research will ensure that this course provides training and experience equivalent to that provided in ENGL 105.

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 2012
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: February 2013
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

ARTS 100	College of Arts	9
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Home and the World: An Interdisciplinary Introduction to University Studies
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

In this interdisciplinary course, instructors guide you in exploring a theme from a range of perspectives: practical and theoretical, imaginative and analytical, contemporary and historical, global and local. The lectures, seminars, and tutorials in ARTS 100 will help you to develop skills in critical reading, research, writing, and participation in dialogue.

ARTS 100 may include field trips.

Note: This course meets the writing *and* the reasoning requirement for the Bachelor of Arts and the Liberal Arts Diploma. It is worth 9 credits, the equivalent of 3 courses. In determining maximum permissible course loads, ARTS 100 will count as 3 courses.

PREREQUISITES: Admission to BA degree program
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **135**

STRUCTURE OF HOURS:

Lectures:	**22.5**	Hrs
Seminar:	**45**	Hrs
Laboratory:		Hrs
Field experience:	**22.5**	Hrs
Student directed learning:	**22.5**	Hrs
Other (specify): tutorial	**22.5**	Hrs

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

OTHER:
Maximum enrolment: **60**
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

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

Course designer(s):	**Susan Fisher**		
Department Head:	**Jacqueline Nolte**	Date approved:	**October 2011**
Supporting area consultation (Pre-UEC)		Date of meeting:	**October 28, 2011**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**October 14, 2011**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**October 14, 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**November 25, 2011**

LEARNING OUTCOMES:

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

1. Locate, gather, and organize various types of research material in response to a question or problem, and assess the probable reliability of the research
2. Use at least one method of documentation
3. Describe (in a written assignment) how knowledge and skills from an academic field can be applied to a local issue or question
4. Explain (in a written assignment) how two academic fields might differ in their approach to a problem or question
5. Summarize an academic article
6. Use at least one form of information gathering in the field (e.g., interviews, observation)
7. Extract useful insights from common forms of statistical data (e.g., tables, graphs) and apply them to support an argument (both in discussion and in written work)
8. Describe how cultural perspectives could affect interpretations of and approaches to a significant local issue
9. Collaborate productively with fellow students

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

Lecture, tutorial, field trips, guest lecturers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Each offering will be different.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

For an offering of this course entitled "Culture and Agriculture" (on the theme of land use), incorporating interdisciplinary perspectives from Geography and literary studies:

Required text (as per current recommendation for GEOG 140 Human Geography): Rubenstein, J. 2009. *Contemporary Human Geography.* Prentice Hall. Recommended Text: *Goodes' World Atlas*, or equivalent, latest edition.

Carlson, Keith Thor. *The power of place, the problem of time : Aboriginal identity and historical consciousness in the cauldron of colonialism*. Toronto: U of Toronto P, 2010.

Atwood, Margaret. *The Year of the Flood.* Toronto: McClelland and Stewart, 2009.
Kingsolver, Barbara. *Animal, Vegetable, Miracle: A Year of Food Life*. New York: HarperCollins, 2007.

Course pack of poetry (selections will illustrate the pastoral tradition in Western verse; may include poetry from other traditions)

Course pack of readings on local environment and on food issues:

- Excerpts from *High water: living with the Fraser floods* and *First nations and first settlers in the Fraser Valley (1890-1960)*.
- Doré, Anne. "Transnational Communities: Japanese Canadians of the Fraser Valley, 1904-1942." *BC Studies* 134 (2002): 35. Academic Search Premier. EBSCO. Web. 7 Sept. 2011.
- Johnston, Hugh. "Group Identity in an Emigrant Worker Community: The Example of Sikhs in Early Twentieth-Century British Columbia." *BC Studies*148 (2005): 3,3-23,141. CBCA Complete. Web. 12 Sep. 2011
- Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford, Clarendon, 1993. (excerpts)
- Stobbe, Tracey, Alison J. Eagle, and G. C. Van Kooten. "Niche and Direct Marketing in the Rural-Urban Fringe: A Study of the Agricultural Economy in the Lower Mainland and Fraser Valley." *BC Studies* 167 (2010): 105-134. Academic Search Premier. EBSCO. Web. 7 Sept. 2011.
- Woudneh, Million B., Ziqing Ou, and Mark Sekela. "Pesticide Multiresidues in Waters of the Lower Fraser Valley, British Columbia, Canada. Part I. Surface Water." *Journal of Environmental Quality* 38.3 (2009): 940-7. Biological & Agr Index Plus. Web. 7 Sep. 2011.

Textbooks, References, Materials continued:

Note: Many other themes could provide both a local focus and a range of scholarly contexts. Instructors from any discipline in the College of Arts (and potentially from other faculties at UFV) could collaborate on a theme:

- Incarceration (e.g., criminological perspectives and literary study of narratives of prison?)
- BC 2030: How might factors such as climate change, migration, and rising oil costs shape opportunities and possibilities in the next twenty years? (economics, biology, geography, anthropology, design?)
- Borders (e.g., historical, political, or literary perspectives?)
- Childhoods: Work and Play, Home and School (history/ geography/psychology/anthropology/ literary studies)
- Natives, settlers, migrants (anthropology/ sociology/history/ indigenous studies/literary studies)
- Portraits and People (study of representations of local communities?) Film/ photography/ history/ indigenous studies/ anthropology
- Houses and homes (study of local architecture, historical/contemporary/future) Art History, history, design, indigenous studies/anthropology)

SUPPLIES / MATERIALS:

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

Quizzes	10%
Summary and contrast of readings from different disciplines (includes draft and revision)	15%
Preliminary proposal for course project	5%
Midterm	15%
Report on field trip/research gathering	5%
Final course project	25%
Participation in term-end colloquium	5%
Final exam	20%

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

Land Use: Culture and Agriculture

1. Introduction to human geography: scope, techniques, tools
2. The Fraser Valley: physical features
3. The pastoral tradition
4. Aboriginal peoples of the Fraser Valley: land use practices (Visit from Sto:lo Research and Resource Management)
5. Migrants and settlers in the Fraser Valley
6. The geopolitics of food, the geopoetics of land
7. Agricultural communities
8. Defining environmental sustainability: criteria, values, prospects
9. Industry, agriculture, settlement: Pressures and challenges
10. The Future of Food

Bachelor of Arts degree

Proposed change to Calendar copy to accommodate ARTS 100 pilot course:

Writing requirement

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100*

Reasoning requirement

• PHIL 100

• ARTS 100*

or at least three credits from each of the following lists:

Humanities List

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453

Social Sciences List

- ANTH 301
- ECON 100
- GEOG 241, 452
- MATH 104
- PSYC 202 (see Note), 408
- SOC 255/ANTH 255/MACS 255
- SOC 350

Note: This requirement may be met by PSYC 210 if previously completed.

*ARTS 100 meets both the writing requirement *and* the reasoning requirement.

Liberal Arts diploma

Proposed change to the Calendar for Liberal Arts diploma (page 43)

Writing requirement

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100*

Reasoning requirement

• PHIL 100

• ARTS 100*

or at least three credits from each of the following lists:

Humanities List

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453

Social Sciences List

- ANTH 301
- ECON 100
- GEOG 241, 452
- MATH 104
- PSYC 202 (see Note), 408
- SOC 255/ANTH 255/MACS 255
- SOC 350

Note: This requirement may be met by PSYC 210 if previously completed.

*ARTS 100 meets both the writing requirement *and* the reasoning requirement.

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Members of UEC

From: Greg Schlitt, head, Mathematics and Statistics; Lynn Kirkland-Harvey, acting head, CIS

CC: Ora Steyn, Dean, Faculty of Science

Date: 21/11/2011

Re: Post-degree Certificate in Data Analysis

The Mathematics and Statistics department and the Computer Information Systems department present for consideration a new type B certificate, the "Post-degree Certificate in Data Analysis". This is the result of an innovative collaboration between our departments that speaks to a need in industry and the public sector for new hires with both statistical and data-management skills.

The certificate is positioned as a "post-degree" certificate to appeal to international students and domestic students who wish to add value to their degree. Such students could then bring to prospective employers their expertise in their major field, along with the abilities to collect, house, maintain, analyze and mine the data vital to modern enterprise and governance. While entry to the program requires a university degree, the specific prerequisite skills are minor: those provided by an introductory statistics course, and an introductory programming course. Thus the certificate will be accessible to many students[1] .

Students currently enrolled in their first degree would be attracted to this certificate. They could take the courses concurrently at their own pace and receive the certificate when they have completed its requirements and their degree.

We have built what we believe to be a unique, valuable, and attractive program, one which will serve our students, graduates and local employers well:

- We have enthusiastic endorsements from our (Math and Statistics) recent review: "The Certificate in Data Analysis is a timely initiative with a strong potential to provide valuable employment-related skills in considerable local demand." (External report, Mathematics and Statistics department review, page 6)
- Components of the program (for example the Data Quality and Data Mining courses) were developed in close consultation with local institutions (Vancouver Coastal Health in this case.)
- International Education recruiters are very enthusiastic about the program, stating that it will be very easy to attract 20-30 students a year.
- Budget scenarios prepared by Finance indicate that this sort of international enrolment will allow the program to generate revenue for UFV.
- In May 2011 the certificate was declared to be the highest priority among developing programs in the Faculty of Science (Faculty Council meeting, March 4, 2011), and its development has been a high priority in each department's education plan for the past two years.
- Consultation with industry experts indicate the program is unique: "We're very impressed with the strength of what you've put together, and have not come across anything that we feel could match it in Canada." -Wally Thiessen, SAS (Statistical Application Software) Canada

[1] Over 850 UFV students take introductory statistics courses (Math 104 or 106) every year. Over 400 students take one of the prerequisite introductory programming courses.

Post-degree Certificate in Data Analysis

1. PROGRAM INTRODUCTION	
a.	**Faculty and department of program** Department of Computer Information Systems, Department of Mathematics & Statistics, both of Faculty of Science
b.	**Program title and credential (REQUIRES UPAC APPROVAL)** Post-degree Certificate in Data Analysis
c.	**Program introduction/calendar description** Data analysis is the science of extracting information from data, assessing it for trustworthiness, and presenting it in a comprehensible way. These skills are vital to any institution where sound decisions need to be made on the basis of quantitative data, for example in government, business, health care, education and so on. Students will gain both the computer data-base skills to house, extract, manipulate, and maintain data in the real-world ways in which it arises, and the basic statistical techniques to design its collection in useful formats, analyze it, present it, assess its quality, and make decisions.
d.	**Program duration and total number of credits (REQUIRES UPAC APPROVAL** 2 to 2.5 semesters, 27 credits.
e.	**Location** (If not applicable, add a standard sentence that says UFV is a multi-campus institution or leave blank.)
f.	**Career opportunities** The world is awash in data; current estimates exceed 500 billion gigabytes, doubling every 18 months. But data is only of use if it is turned into information. Moreover decisions must be made on the information in data that may itself be of poor quality; the risks involved have become apparent especially in areas such as the health care sector, where human life is at risk. The skills needed to extract reliable information from large data sets straddle the fields of mathematics and computing. We have seen an increased interest in finding people with this training in various areas ranging from government, health, law enforcement and business. SAS (Business Analytics and Business Intelligence Software) has customers using their software (VCH and ICBC for example) unable to find qualified analysts, and has invited us to provide content to address that. Two of the courses in the program were in fact designed in the context of a jointly-taught project courses with VCH.
2. ENTRANCE REQUIREMENTS	
a.	**Program** To enter the program, students will need one of • Math 104 (Introductory Statistics) with at least a B+

- Math 106 (Statistics I) with at least a B
- Math 270 Introduction to Probability and Statistics
- Math 271 Introduction to Data Analysis and Statistical Modelling

and one of

- COMP 150 Introduction to Programming
- COMP 152 Introduction to Structured Programming
- COMP 155 Object Oriented Programming (recommended)

and a university degree.

Note: students currently earning a university degree may enroll in the courses of the data analysis certificate, provided they meet the course-prerequisites. They will be granted credit for having completed the certificate when they have met its requirements, and have fulfilled the requirements of their degree.

3. PROGRAM REQUIREMENTS

a. Courses to be completed

Course	**Title**
MATH 271 (3)	Introduction to Data Analysis and Statistical Modelling
MATH 272 (3)	Statistical Graphics and Languages
CIS 230 (3)	Databases and Data Management Systems
COMP/MATH 331 (3)	Data Quality
5 courses chosen from:	
MATH 315 (3)	Applied Regression Analysis
MATH 330 (3)	Design of Experiments
MATH 350 (3)	Survey Sampling
MATH 402(3)	Applied Generalized Linear Models and Survival Analysis
MATH 430 (3)	Time Series and Forecasting
MATH 470 (3)	Applied Multivariate Statistical Analysis
MATH/COMP 431 (3)	Data Mining
CIS 430 (3)	Advanced Database Topics
CIS 385 (3)	Project Management

4.	**PROGRAM REGULATIONS** (Standard UFV policies apply unless superseded by program-specific regulations listed below.)
a.	**Number of repeated courses** Maximum of three permitted
b.	**Residency** At least 21 credits at UFV
c.	**Graduation requirements** (This will be left blank if a program-specific regulation is not applicable.) Working in teams, students will prepare and orally present an approved data analysis project, to the community of their program peers and faculty members. This project may be one which was completed in one of their upper-level courses. Students must have a minimum GPA of 2.0 on all required courses in the program. To graduate from the data analysis certificate, students must have completed the requirements of a university degree.

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Science Curriculum Committee

From: Paul Franklin, CIS Faculty
Lynn Kirkland Harvey, CIS Department Head (Acting)

cc: Greg Schlitt, Math Department Head

Date: 11/21/2011

Re: Rationale for new courses, cross-lists, and course changes for the Certificate in Data Analysis

As part of the new Post-Degree Certificate in Data Analysis, CIS has worked with Math to develop three new courses, has revised prerequisites for existing CIS courses, has updated one course, and has developed a cross-listing for a course with Math. We seek SCC approval on these individual curriculum aspects.

New Courses and Cross-lists

COMP 331/MATH 331 Data Quality

MATH 431/COMP 431 Data Mining

Course outlines and cross list forms are attached for discussion and approval.

Rationale:

These two new courses have been created in partnership with Mathematics in order to cover the new developing area of data analysis. Data quality and data mining are essential core topics in this discipline. Courses and content have been developed with input from external advisors and industrial partnerships involving student research projects with Vancouver Coastal Health.

Proposed Prerequisite Changes

In order to make a cross-disciplinary partnership certificate work, some prerequisite changes are required, as students may come from math, computing or other backgrounds. As the Certificate in Data Analysis is defined as a post-degree certificate, existing students can still take the courses and claim it upon graduation.

1. **CIS 230:** prerequisite change

From: CIS 180 or COMP 155

To: CIS 180 or COMP 155; or acceptance to the Post-Degree Certificate in Data Analysis (COMP 155 is recommended); or 60 university level credits and course entry requirements for the Post-Degree Certificate in Data Analysis.

Rationale: This course will become a required course in the Certificate in Data Analysis Certificate. Certificate students will have completed a degree; existing students will have at least 60 credit hours in another discipline, along with possessing good math skills, and will have the maturity needed to understand simple object-oriented design concepts in CIS 230 without having taken COMP 155.

2. **CIS 430:** prerequisite change

From: CIS 230 and COMP 251, or acceptance to the CIS degree program; COMP 340 recommended

To: CIS 230 and COMP 251; or acceptance to the Post-Degree Certificate in Data Analysis and CIS 230; or 60 university level credits and course entry requirements for the Post-Degree Certificate in Data Analysis and CIS 230. Students accepted to a CIS or Computing Science minor may register with permission of the department.

Rationale: This course will become an optional course in the Certificate in Data Analysis. Certificate students will have completed a degree or have at least 60 credit hours in another discipline, along with possessing good math skills, and will have the mathematical maturity needed to work through the data structure concepts in CIS 430 indexing, hashing and optimization topics.

CIS 385 Course Review and Update -- Changes were made to the following:

1. Prerequisites

From: CIS 270 or CIS 291 or acceptance to the CIS degree program

To: CIS 270 or CIS 291; or acceptance to the Certificate in Data Analysis Certificate and CIS 230; or 60 university level credits and course entry requirements for the Post-Degree Certificate in Data Analysis and CIS 230. Students accepted to a CIS or Computer Science minor may register with permission of the department.

Rationale: this course will become an optional course in the Data Analysis Certificate. Certificate students will have completed a degree or at least 60 credit hours in another discipline, along with possessing good math skills, and will simply be entering the project management course from a slightly different direction.

2. Learning outcomes: revised to reflect specific and measurable outcomes

3. Methods: slightly revised to reflect current practice

4. Textbooks: updated to current publications and websites

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Faculty Council

From: Greg Schlitt, head, Mathematics and Statistics

CC:

Date: 21/11/2011

Re: New courses and changes to existing courses, related to the Data Analysis Certificate

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The department presents for approval three new courses; MATH 271, MATH 272, and MATH 431 (the latter two to be cross-listed with CIS 272 and COMP 431)[1]; and modifications to a number of other courses: MATH 315, MATH 330, MATH 350, MATH 370, MATH 402, MATH 420, and MATH 430.

We furthermore submit a "cross-listing" proposal for the new course COMP 331 (itself submitted for approval by CIS).)

These additions and changes are required to support the Data Analysis Certificate, but we wish to make the additions and changes in any case, whether or not the certificate is approved.

The outlines for all of these courses are attached, with rationale as below. We apologize that some confusion during the revisions process resulted in us losing the "track changes" information from previous versions of certain outlines.

New Courses

- **MATH 271 Introduction to Data Analysis and Statistical Modelling**
  In addition to its service to the Data Analysis Certificate, we have designed this course to be a natural and accessible next step for a student who wishes to explore the power of statistical ideas beyond their first introductory course (UFV Math 104 or 106). It is in this sense a kind of "sampler" course, with material ranging across several areas, all of which can be studied at greater depth in the upper levels. We anticipate that this course will also serve Biology's honours students, replacing the defunct Math 302.
- **MATH 272 Statistical Graphics and Languages**
  In support of the certificate, but also provides skills in the two very commonly used statistical languages, SAS and R, and in effective graphical communication of data.
- **MATH/COMP 431 Data Mining**
  In support of the certificate, but of independent interest and utility. Provides the techniques of extracting useful information from data, and detecting hidden patterns in data.

Revised Courses

- **MATH 315 Applied Regression Analysis**
  Prerequisites have been revised to allow entry via Math 271. Minor changes have been made to learning outcomes

[1] CIS is submitting cross-list forms as part of the larger package

- **MATH 330 Experimental Design**
  Prerequisites have been revised to allow entry via Math 271. Minor changes have been made to learning outcomes.

- **MATH 350 Survey Sampling**
  Prerequisites have been changed to allow entry via Math 271. Minor changes have been made to learning outcomes.

- **MATH 402 Applied Generalized Linear Models**
  Prerequisite have been changed to allow entry via Math 271, and remove dependency on other upper level statistics courses.

- **MATH 430 Time Series and Forecasting**
  Prerequisite have been changed to allow entry via Math 271, and remove dependency on other upper level statistics courses.

- **MATH 370 Probability and Stochastic Processes**
  Learning outcomes have been modified to remove the dependence on Math 270; entrance will now be possible to those with Math 211.

- **MATH 420 Empirical and Non-parametric Statistics**
  Learning outcomes have been modified to remove dependence on other upper level statistics courses, and allow entry via Math 271.

31 October 2011

Harv,

Program changes for UEC consideration for the **Welding Level C program**:

The attached submission for the above noted program has gone through Pre-UEC consultation and has been approved by our Trades & Technology Curriculum Committee and by our Trades & Technology Faculty Council. There were no concerns brought forward at either level.

Dean's approval is now required so that this submission can proceed to UEC.

For your consideration and approval.

Respectfully,

Rolf

Approved Harv McCullough, Dean, Faculty of Trades & Technology

Oct 31/11
Date

20 October 2011

Rationale for Changes to the Welding Level C program

Effective: September 1, 2010

The changes requested are required to bring our program in line and reflect changes at the provincial level that came into effect in August 2010. The changes involve the course titles within the program and do not affect the overall course content.

Changes to the UFV calendar are not required.

Please see the attached spreadsheet that outlines what the current course titles are and the proposed changes to titles.

The changes required involve the course titles within the program only and do not affect the course content. Changes to the UFV calendar are not required but we would like UEC's approval to have the titles on our Completion Reports in Banner changed to reflect the new terminology.

We appreciate the opportunity to consult with Pre-UEC and look forward to your comments.

Thank you for your consideration.

Welding Level C - Effective: September 1, 2010		
WELDING LEVEL C PROGRAM (OLD)	Will be covered in	WELDING LEVEL C PROGRAM (NEW)
WLDG P1 – Introduction & Program Orientation	**no change**	WLDG P1 – Introduction & Program Orientation
WLDG P2 – Gas Cutting (Oxy-Fuel-Gas)	**no change**	WLDG P2 – Gas Cutting (Oxy-Fuel-Gas)
WLDG P3 – Gas Welding & Braze Welding	**no change**	WLDG P3 – Gas Welding & Braze Welding
WLDG P4 – Shielded Metal Arc Welding I	**no change**	WLDG P4 – Shielded Metal Arc Welding I
WLDG P5 – Air Carbon Arc Gouging	**no change**	WLDG P5 – Air Carbon Arc Gouging
WLDG P6 – Gas Metal Arc & Flux Core Arc Welding	**no change**	WLDG P6 – Gas Metal Arc & Flux Core Arc Welding
WLDG RK1 – Material Handling	**no change**	WLDG RK1 – Material Handling
WLDG RK2A – Blue Print Reading I	**WLDG RK2**	**WLDG RK2 – Drawings & Fabrications**
WLDG RK2B – Mathematics	Amalgamated into all lines	
WLDG RK3 – Metallurgy I	**no change**	WLDG RK3 – Metallurgy I

UEC MEMORANDUM

UPAC Chair: Samantha Pattridge
Phone: 4643

UPAC Assistant: Amanda Grimson
Phone: 4571

TO: UEC

FROM: Amanda Grimson, UEC Assistant

DATE: November 18, 2011

RE: Early Childhood Education certificate and diploma

The Bachelor of Early Childhood Education (BECE) degree was approved by UPAC on December 17, 2010. This proposal included changes to the existing ECE certificate and diploma programs that will facilitate laddering into the degree. However, the changes to these programs were missed by UPAC at the time. To ensure that the committee is fully aware of all changes to programs, the revised certificate and diploma are being re-submitted for formal approval.

Attached are excerpts from the BECE proposal which pertain to the certificate and degree. The full proposal is available online at http://www.ufv.ca/Assets/Senate/UEC/Minutes+and+agendas/2011-12/BECE+Full+proposal.pdf. The current certificate and diploma programs are included for reference after these excerpts.

The BECE is currently in the final stages of external approval, and it is expected that this program will be in place for September 2012. The changes to the certificate and diploma will also take effect at that time.

Excerpts from Bachelor of Early Childhood Education proposal

Approved by UPAC Dec. 17, 2010; full proposal available online at:
http://www.ufv.ca/Assets/Senate/UEC/Minutes+and+agendas/2011-12/BECE+Full+proposal.pdf

1. Academic Merit

1.1 Quality in terms of accepted criteria of academic, professional and/or occupational merit.

1.1.1 Degree level standard
Bachelor's Degree

1.1.2 Credential Recognition and Nomenclature
Bachelor of Early Childhood Education

1.1.3 Curriculum/Program Content
The proposed program, the Bachelor of Early Childhood Education (BECE), is an extension of existing programs in Early Childhood Education. It combines the current Certificate and Diploma programs into a degree program with a number of exit points. Each exit point corresponds to a currently existing credential, with the degree itself creating a new exit point.

The purpose of the new degree program is two-fold. First, the program will prepare students who have aspirations to enroll in the Teacher Education Program (TEP at UFV, or a similar program elsewhere) in order to teach within the public and/or private K-to-12 school system, primarily at the Kindergarten and Pre-Kindergarten levels of instruction. See 2.9.2 below for labour market information relating to emerging trends involving full-day Kindergarten. Second, the program will prepare students who are interested in pursuing administrative careers in early childhood settings in the community, such as Infant Development Programs or the Fraser Valley Child Development Centre. There have been many requests by students in the past for further education in administration.

Appendix 1.1.3 (a) outlines the sequence of courses that a student would typically follow in order to complete the degree. The outline also identifies the courses that a student would take in order to complete only the existing ECE Certificate and/or the ECE Diploma.

The BECE program consists of 36 courses totaling 121 credits. Of the 36 courses in the proposed program, 14 courses already exist within the ECE Certificate program and 6 courses already exist in the ECE Special Needs Diploma program. These six courses have been revised to suit third-year level studies and to include a renewed emphasis on working with families and developing programs for individuals with diverse behaviours. Of the remaining courses in the proposed program,12 courses would be designated as elective courses; 2 courses are existing UFV courses that are prerequisites for the Teacher Education Program (namely EDUC 200 and EDUC 300 [or substitute courses as

approved]), and 2 courses would be new ECE courses (namely ECE 401 and ECE 402). Finally, since the Special Needs Diploma courses will have been substantially increased in depth and scope, there will be a bridging course for students entering the BECE who have previously completed the Diploma in ECE at UFV. See Appendix 1.1.3 (b) for course descriptions of the proposed new ECE courses.

The program has been designed to fully meet all academic admission requirements of the UFV Teacher Education Program (TEP), assuming students have met entry standards for GPA levels, minimum grades, and certain non-course-related requirements. BECE graduates who wish to teach in the K-to-12 school system at the Kindergarten and Pre-Kindergarten levels may choose to apply to enter the TEP having potentially met academic requirements for admission. Students who have completed the BECE and the TEP will have met all current licensing requirements for the British Columbia College of Teachers (BCCT). Students interested in these options would be referred to the UFV TEP Advisor for further information.

The BECE program can be completed in four years of full-time study. Students will be able to take courses on a part-time basis, but this approach will take them longer to complete the program. At the end of the first year of the program, students who wish to discontinue their studies can receive an ECE Assistant Certificate (Exit Point #1). At the end of the second year, students may receive the standard ECE Certificate, and apply for their license as an Early Childhood Educator, using the currently existing system of licensure (Exit Point #2). Upon completion of the third year of study, students can receive their ECE Diploma - Special Needs (Exit Point #3). All of these exit points already exist within our current programs. Finally, students who complete the fourth year of study, as outlined in Appendix 1.1.3 (a), would receive the BECE. In order to complete the BECE, students will need to complete additional course work beyond the existing ECE Certificate and Diploma courses, in the form of 12 elective courses and four required program courses (namely EDUC 200, EDUC 300, ECE 401, and ECE 402).

In order to align existing ECE courses into the degree with greater clarity and logical progression, it is also proposed that the revised ECE courses be renumbered. Appendix 1.1.3 (c) outlines the proposed changes in course numbering.

1.1.4 Learning Methodologies/Program Delivery

Learning methodologies will consist of classroom experiences, including lectures, discussions, textbook and literature reading, small-group classroom experiences, student presentations, , various forms of written assignments, lab experiences such as guided observations in early childhood settings, exams, and other standard learning formats typically expected in university classrooms. In addition, the full program includes three supervised practicum experiences that would be structured similarly to the current practicum components in the ECE program.

Entry into the program would be once a year and would commence in the Fall term. It is proposed that the program start dates would alternate between the Abbotsford and Chilliwack campuses in the same manner that program starts currently alternate in the ECE

program. For example, if the program starts in Abbotsford in Fall, 2011, it would begin in Chilliwack in Fall, 2012, and so on.

1.1.5 Admission and Transfer/Residency

Admission requirements would be the same as the current admission requirements to the ECE Certificate. See Appendix 1.1.5 (a) for an outline of those admission requirements. Students who have previously completed the ECE Certificate and/or ECE Diploma would be eligible to apply for admission to the BECE. These students would be provided with a program plan that transitions them into the program by completing the required lower-level electives (6 courses). Generally, students would be allowed to complete these elective courses and then enter the fourth year of studies. See Appendix 1.1.5 (b) for an outline of how previous ECE students would transition into the BECE, using the previously mentioned bridging course.

Residency requirements would be 50% of ECE 300-level and 400-level course work completed at UFV.

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Appendix 1.1.3 (a)

Sequence of Courses in the Degree Program

(Including Credential and Graduation Points)

Bachelor of Early Childhood Education – Sequence of Courses

Year 1: Fall (15 credits)
ECE 100 (3): Human Development 1
ECE 101 (3): Introduction to ECE
ECE 103 (3): Introduction to Observing and Recording
ENGL 105 (3): Reading and Writing or Prose 1
Elective (3): lower level*

Year 1: Winter (15 credits)
ECE 102 (3): Introduction to Childhood Guidance
ECE 120 (3): Human Development 2
ECE 132 (3): Nutrition, Health, and Safety
HSER 120 (3): Introduction to Interpersonal Communication
Elective (3): lower level*

May apply for Provincial ECE Registry "ECE Assistant" credential

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Year 2: Fall (16 credits)
ECE 222 (6): Introductory Practicum
ECE 231 (4): Arts in ECE (Music and Art)
ECE 225 (3): Early Childhood Programs
Elective (3): lower level*

Year 2: Winter (15 credits)
ECE 230 (3): Presenting Literature to Children
ECE 233 (6): Advanced Practicum
ECE 235 (3): The Process of Curriculum Development
Elective (3): lower level*

Confer "ECE Certificate" – May apply for Provincial ECE Registry "Early Childhood Educator" credential

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Year 3: Fall (16 credits)
ECE 301 (3): Foundations of Working with Exceptional Children
ECE 302 (3): Atypical Development
ECE 303 (3): Working with Families as Partners in the Development of Children
Elective (4): lower level
Elective (3): lower level (Note: EDUC 200 required for TEP application

Year 3: Winter (16 credits)
ECE 311 (3): Programming for Exceptional Children
ECE 312 (6): Practicum: Special Needs
ECE 313 (3): Administration of Childhood Programs
Elective (4): lower level*

Confer **"ECE Diploma – Special Needs" – May apply for Provincial ECE Registry "Special Needs Educator" credential**

Year 4: Fall (16 credits)
ECE 401 (3): Language Development and Preliteracy
Elective (4): upper level** (Note: ECUD 300 required for TEP application)
Elective (3): upper level**
Elective (3): upper level**
Elective (3): upper level**

Year 4: Winter (12 credits)
ECE 402 (3): Working with Behaviours in the Early Learning Environment
Elective (3): upper level**
Elective (3): upper level**
Elective (3): upper level**

Confer **"BECE Degree"**

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*Note: For students wanting to apply to an elementary Teacher Education Program, the electives should include the following courses:

-One of ENGL 115, 120, 130, 150, or 170
-GEO 130 or GOE 131
-One of HIST 101, 102, or 105
-One of BIO 105, BIO 106, GEO 101, GEO 102, CHEM 110, CHEM 113, CHEM 150, PHYS 101, PHYS 105
-MATH 105
-EDUC 200

**Note: For students wanting to apply to an elementary Teacher Education Program, the electives should include the following courses:

-EDUC 300
-18 credits of upper-level courses in the following teaching subject areas: English, Math, Science, PE, Social Studies (a combination of Anthropology, Geography, History, Political Science, or Sociology), French, Visual Arts, or Theatre.

Residency requirements for BECE are 50% of ECE 300 and 400 level courses and at least 25% of the total credits for the degree must be done at UFV. The ECE 300 and 400 level courses are listed below:

ECE 301 (3): Foundations of Working with Exceptional Children
ECE 302 (3): Atypical Development
ECE 303 (3): Working with Families as Partners in the Development of Children
ECE 311 (3): Programming for Exceptional Children
ECE 312 (3): Practicum: Special Needs
ECE 313 (3): Administration of Childhood Programs
ECE 401 (3): Language Development and Preliteracy
ECE 402 (3): ECE Methods: Working with Behaviours in the Early Learning Environment

28 credits

Note: Students with a UFV ECE Diploma (Special Needs specialty) will be required to take a bridging course (ECE 399 "Current issues in Early Learning") in order to transfer the 200 level ECE courses into the BECE.

Continuance and Probation Policy

A GPA of 2.33 (C+) is required to continue in the program. Students whose GPA falls below this level can be placed on probation in accordance with UFV Policy 340.21 and 340.03

Credit Summary of BECE

Summary (of Year 1 and Year 2):

ECE 46 credits (note: includes Engl. 105 – needed for both "ECE Certificate" and TEP).
HSER 3 credits (note: needed for "ECE Certificate")
Electives 12 credits

61 credits

Summary (of Year 3 and Year 4):

ECE 28 credits consisting of: 21 credits from Special Needs specialty
6 additional credits: ECE 400 Lang. Dev. and Literacy
ECE 410 ECE Methods: Integr. ECE

Electives 32 credits

60 credits

Credit Totals: Year 1 and Year 2: 61 credits
Year 3 and Year 4 60 credits

Total 121 credits

Graduation Requirements:

Students can apply to graduate when they have completed all program courses plus applicable electives. It is the student's responsibility to ensure all program requirements are met. This should be done by regular program review with the department. Students must apply to graduate by completing a request to graduate form available at the Admissions and Records office. This must be done by April 1, with program requirements completed by April 30.

Appendix 1.1.5 (b)

Transition into the BECE from Previous Certificate and Diploma Studies

Transition into the Bachelor of Early Childhood Education From Previous ECE Certificate and Diploma Studies

As we propose new programs it is important to take into account how students who have previously completed studies in ECE at UFV can transition into the new program. Such is the case for the Bachelor of Early Childhood Education, for students who have previously completed the ECE Certificate and ECE Diploma.

Students moving from the ECE Certificate would need to complete 12 credits of lower level elective studies that are either:

a. acceptable to the College of Teachers for meeting "teachable subjects" requirements (for students wanting to enroll in the TEP).

or

b. acceptable as general electives as approved by the department head (for students who wish to earn the bachelor degree for other reasons).

Students moving from the ECE Diploma would need to complete 23 credits of lower level elective studies that are:

a. acceptable to the College of Teachers for meeting "teachable subjects" requirements (for students wanting to enroll in the TEP).

or

b. acceptable as general electives as approved by the department head (for students who wish to earn the bachelor degree for other reasons).

In addition, these students would need to complete a bridging course (ECE 399) that supplements their previous learning with studies that reflect the greater depth that the new diploma courses contain.

Current Early Childhood Education certificate

Semester I

Course	Title	Credits
ECE 100	Human Development	3
ECE 101	Intro. to Early Childhood Education	3
ECE 102	Intro. to Early Childhood Guidance	3
ECE 103	Intro. to Observing and Recording Behaviour of Young Children	3
HSER 120	Intro. to Interpersonal Communications	3
CMNS 155	Introduction to Workplace and Academic Communication	
or ENGL 105	Academic Writing (see Note)	3

Note: CMNS 155 and 251 are the recommended series of courses.

Semester II

Course	Title	Credits
ECE 120	Human Development II	3
ECE 122	Introductory Practicum	6
ECE 123	Art in ECE	1.5
ECE 124	Music in ECE	3
ECE 125	Early Childhood Programs	3

Note: Students are required to complete all Semester I courses before taking Semester II courses.

Semester III

Course	Title	Credits
ECE 130	Presenting Literature to Children	3
ECE 132	Nutrition, Health and Safety	3
ECE 133	Advanced Practicum	6
ECE 135	The Process of Curriculum Development	3
One of:		
CMNS 251	Professional Report Writing	
or ENGL	One of ENGL 120-170 (see Note 1)	3

Note 1: CMNS 155 and 251 are the recommended series of courses.

Note 2: Students are required to complete all Semester II courses before taking Semester III courses.

Current Early Childhood Education diploma

Note: Completion of ECE certificate is required for admission to the ECE diploma program.

Core diploma requirements

Course	Title	Credits
ECE 213	Atypical Development	3
ECE 223	Administration of Childhood Centres	3
ECE 224	Working with Families	3

Special Needs specialty

Course	Title	Credits
ECE 242	Practicum: Special Needs	6
ECE 260	Foundations of Working with Exceptional Children	3
ECE 281	Programming for Exceptional Children	3

Infancy specialty

Course	Title	Credits
ECE 243	Practicum: Infancy	6
ECE 269	Foundations of Infant Caregiving	3
ECE 282	Programming for Infants	3

Minimum number of credits needed to graduate for the diploma is 60. The 60 credits may be made up of certificate and diploma credits and approved electives as needed.

MEMORANDUM

Chair: Gerry Palmer
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To: Samantha Pattridge, Chair, Undergraduate Education Committee

From: Gerry Palmer, Chair, Senate Governance Committee

Date: November 25, 2011

Re: Undergraduate Continuance policy

The Undergraduate Continuance policy, currently known as Continuance in a Program, has been revised to apply to undergraduate students who are not in programs or who are in programs that do not have continuance policies in place. The policy has been consulted with faculty councils, faculty advisors, and arts heads.

The Senate Governance Committee recommends that UEC review the proposed policy, as UEC is responsible for such policies, and send it back to SGC with any feedback. The original and proposed versions of the policy are attached.

NUMBER 92

APPROVAL DATE 06-04-1991

LAST AMENDMENT 10-14-2011

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CONTINUANCE IN A PROGRAM

AUTHORITY	Senate
PRIMARY CONTACT	Provost and Vice-President, Academic; Registrar
RELATED POLICIES	Academic Warning (79) Re-Admission (91) Grade Point Average (104)

POLICY

Students must have a semester GPA of at least 2.0 to remain enrolled in good academic standing at UFV. In addition, they must meet the continuance requirements set by their program in order to remain enrolled in the program.

DEFINITIONS

- **Grade point average (GPA):** A numerical average of grades on a student's record as described in the Grade Point Average policy.

  If a GPA can not be calculated an equivalent will be defined by the Registrar.

- **Semester GPA:** The GPA based on the courses taken in a single semester.

- **Program continuance requirements:** requirements set by a program that must be met in order to remain enrolled in the program. These requirements may include a GPA equal to or higher than 2.0.

  Program standards are approved by either the Undergraduate Education Committee or the Graduate Studies Committee.

PROCEDURES/GUIDELINES

Procedures for students who do not meet the 2.0 GPA

1. A student whose GPA in one semester is below 2.0 will have two enrolled semesters in which to achieve a semester GPA of 2.0
2. If the student does not achieve a semester GPA of 2.0 within two semester attempts the student will be withdrawn from UFV.
3. A student who is withdrawn may be considered immediately for readmission to a developmental program or after an absence of two semesters may reapply to any other program.
4. A student admitted under procedure 3 will be placed on academic probation and must achieve a semester GPA of 2.0 within two semester attempts or will be withdrawn from UFV.
5. A student withdrawn under procedure 4 may not be considered for readmission to any UFV program until a time period of two semesters has elapsed.

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

Procedures for students who do not meet the program continuance requirements

Students who do not meet program continuance requirements are subject to the Academic Warning policy.

Reference: Section 35.2 (5) (h) of the University Act

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

NUMBER 92
APPROVAL DATE
LAST AMENDMENT
REVIEW DATE

~~CONTINUANCE IN A PROGRAM~~UNDERGRADUATE CONTINUANCE

AUTHORITY	Senate
PRIMARY CONTACT	Provost and Vice-President Academic; Registrar
RELATED POLICIES	Academic Warning (79); Re-Admission (91); Grade Point Average (104)

PURPOSE

The purpose of this policy is to describe the criteria and procedures related to academic standing and continuance at UFV. The policy applies to undergraduate students who have not been admitted directly into a program or who are in programs that do not have continuance policies in place. A student's academic standing, based on grade point averages, determines his or her enrolment status and any conditions associated with that status, including his or her ability to continue as a student of UFV.

POLICY

Students must have a cumulative GPA of at least 2.0 to remain enrolled in good academic standing at UFV. In addition, students admitted directly to a program must meet the continuance requirements set by their program to remain enrolled in the program.

This policy applies to students in programs that do not have program continuance policies in place.

DEFINITIONS

Cumulative Grade Point Average (CGPA): The GPA based on all courses a student has taken.

Good Academic Standing: A student who achieves a CGPA of at least 2.0 will be in Good Academic Standing.

Grade Point Average (GPA): A numerical average of grades on a student's record as described in the *Grade Point Average* policy. (If a GPA cannot be calculated, an equivalent will be defined by the Registrar.)

Program continuance requirements: Requirements set by a program that must be met in order to remain enrolled in the program. These requirements may include a GPA equal to or higher than 2.0.

Semester GPA (SGPA): The GPA based on all courses taken in a single semester.

PROCEDURES/GUIDELINES

1. A student whose SGPA falls below 2.0 will be put on *Academic Alert* (see Appendix, Section 1).
2. A student whose CGPA falls below 2.0 will be put on *Academic Warning* (see Appendix, Section 2).
3. A student on *Academic Warning* status whose CGPA remains below 2.0 will be put on *Academic Probation* (see Appendix, Section 3).
4. A student who raises his or her CGPA to 2.0 or better will be returned to *Good Academic Standing.*
5. A student on *Academic Probation* who is unable to meet the requirements for *Good Academic Standing* will be *required to withdraw* from UFV (see Appendix, Section 4).

5.1. A student who is withdrawn may be considered for immediate readmission to a developmental program, or after an absence of two semesters, may reapply to any other program.

5.2. A student admitted under *5.1* will be placed on academic probation and must achieve a CGPA of 2.0 (CGPA ≥ 2.0) within the first two semesters or the student will be withdrawn from UFV.

5.3. A student withdrawn a second time from UFV will not be reconsidered for readmission to any UFV program until a period of two semesters has elapsed.

6. A student who has been *required to withdraw* from UFV must apply for readmission (see Appendix, Section 5).

7. A student whose academic status has been changed based on the *Continuance Policy* has the right to appeal (see Appendix, Section 6).

APPENDICES (delete if not applicable) – Start appendices on new page

The processes described in this Appendix apply to all programs that *do not* have a continuance policy.

1. Academic Alert

1.1. *Academic Alert* is given to a student who after completing (9) or more credits has a SGPA less than 2.0 and a CGPA greater or equal to 2.0 (GPA < 2.0 and CGPA ≥ 2.0).

1.2. When a student is put on *Academic Alert*, the Registrar will

1.2.1. notify the student that an *Academic Alert* note has been placed on his/her record that will permit him/her to register for a maximum of 15 credits in the next semester attended; and

1.2.2. inform the student about UFV's Continuance requirements and that s/he is required to make an appointment and meet with the appropriate program/educational advisor.

1.3. If after one semester on *Academic Alert* status, the student's

1.3.1. SGPA and CGPA are both greater or equal to 2.0 (SGPA ≥ 2.0 and CGPA ≥ 2.0), then the student is given *Good Academic Standing*, the registration block and the *Academic Alert* status will be removed, and the student will be permitted to register for more than 15 credits in the next semester attended.

1.3.2. SGPA continues to be less than 2.0 and the CGPA is greater than 2.0 (SGPA < 2.0 and CGPA ≥ 2.0), then the student will remain on *Academic Alert* and be permitted to register in a maximum of 15 credits in the next semester attended; or

1.3.3. SGPA and the CGPA are both less than 2.0 (SGPA < 2.0 and CGPA < 2.0), then the student will be placed on *Academic Warning*.

2. Academic Warning

2.1. *Academic Warning* is given to

2.1.1. students on *Academic Alert* whose SGPA is less than 2.0 and CGPA is less than 2.0 (SGPA < 2.0 and CGPA < 2.0); or

2.1.2. students who after completing (9) or more credits have a SGPA and CGPA less than 2.0 (SGPA < 2.0 and CGPA < 2.0).

2.2. When a student is put on *Academic Warning*, the Registrar will

2.2.1. notify the student that an *Academic Warning* note has been placed on his/her record that will permit him/her to register for a maximum of 10 credits in the next semester

attended; and

2.2.2. inform the student about UFV's Continuance requirements, and that s/he is required to make an appointment and meet with the appropriate program/educational advisor.

2.3. If after one semester on *Academic Warning*, the student's

2.3.1. SGPA and CGPA are both 2.0 or greater (SGPA ≥ 2.0 and CGPA ≥ 2.0), then s/he will return to *Good Academic Standing*, the registration block will be removed, and the student will be permitted to register for more than 10 credits in the next semester attended.

2.3.2. SGPA and CGPA are both less than 2.0 (SGPA < 2.0 and CGPA < 2.0), then the student will be placed on *Academic Probation*.

3. Academic Probation

3.1. *Academic Probation* status is given to students on *Academic Warning* whose CGPA is less than 2.0 (CGPA < 2.0).

3.2. When a student is put on *Academic Probation*, the Registrar will

3.2.1. notify the student that an *Academic Probation* note has been placed on his/her record that will permit him/her to register for a maximum of 10 credits in the next semester attended; and

3.2.2. inform the student about UFV's Continuance requirements, and that s/he is required to make an appointment and meet with the appropriate program/educational advisor.

3.3. If after one semester on *Academic Probation*, the student's

3.3.1. SGPA and CGPA are both greater than or equal to 2.0 (SGPA ≥ 2.0 and CGPA ≥ 2.0), then s/he will return to *Good Academic Standing*, the registration block will be removed, and the student will be permitted to register for more than 10 credits in the next semester attended.

3.3.2. SGPA is 2.0 or greater but the CGPA is less than 2.0 (SGPA ≥ 2.0 and CGPA < 2.0), then the student will remain on *Academic Probation* until such time that both the SGPA and the CGPA are 2.0 or greater (SGPA ≥ 2.0 and CGPA ≥ 2.0), provided the student's CGPA continues to improve.

3.3.3. SGPA and CGPA are both less than 2.0 (SGPA < 2.0 and CGPA < 2.0), then the student will be *required to withdraw*.

4. Required to Withdraw

4.1. *Required to Withdraw* notification is given to

4.1.1. students on *Academic Probation* whose SGPA and CGPA are both less than 2.0 (SGPA < 2.0 and CGPA < 2.0) in the next semester attended; or

4.1.2. students continuing on *Academic Probation* who have not shown continuous improvement in their GPA.

4.2. When a student is *required to withdraw*, the Registrar will

4.2.1. notify the student that a *Required to Withdraw* note has been placed on his/her record and s/he will not be permitted to register for the current semester and is entitled to a full refund of any monies paid for that semester; and

4.2.2. provide information about the procedure for readmission after an imposed absence from the university of no less than two (2) semesters (summer is one semester).

5. Process for Readmission

   5.1. Students who have been *required to withdraw* from UFV must apply for readmission by submitting an Application for Admission during the application period for the selected program and intake.

   5.2. Students seeking readmission to a program must meet with a program/educational advisor regarding their academic plans.

   5.3. Students are required to bring a letter to the meeting with the program/educational advisor that

      5.3.1. explains why they had been previously unsuccessful;

      5.3.2. outlines their academic plans; and

      5.3.3. explains why they are likely to be successful.

   5.4. After meeting with a student seeking readmission, the advisor will notify the Admissions Office so the student's application procedure can be completed.

   5.5. Admission is not automatic and will be considered on an individual basis.

6. Appeals

   6.1. A student has the right to appeal changes made to his or her academic status based on the *Continuance Policy* in situations where extreme extenuating circumstances have contributed to the student's inability to meet the SGPA and/or CGPA required for continuance.

   6.2. Appeals are submitted to the Dean of the program to which the student has been accepted.

   6.3. Appeals must include the following

      6.3.1. the decision being appealed;

      6.3.2. a description of the extenuating circumstances that prevented the student from meeting the required SGPA and/or CGPA for continuance;

      6.3.3. the action taken by the student to mitigate the situation; and

      6.3.4. documentation that supports the appeal.

   6.4. Appeals are reviewed by the Dean, who will consider the information and supporting documentation.

UNIVERSITY OF THE FRASER VALLEY

POLICY NUMBER	**110.29**
APPROVAL DATE	12.09.11 draft
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POLICY TITLE: UNDERGRADUATE COURSE AND PROGRAM APPROVAL POLICY

AUTHORITY	Senate
PRIMARY CONTACT	Provost and Vice-President, Academic
RELATED POLICIES	

PURPOSE/PHILOSOPHY

UFV employs a process to scrutinize new and existing courses and programs to ensure that they meet both UFV and legislated standards and requirements.

POLICY

All new courses and programs and changes to existing courses and programs will undergo an approval process.

Approval will be guided by interests as articulated in the Strategic Plan and the Education Plan. All programs will meet criteria as outlined in Appendix C. The internal process includes various consultations and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors.

This policy provides the guidelines, procedures, and appendices pertaining to UFV's internal program and course approval processes.

Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

DEFINITIONS

Academic Unit: An academic unit includes but is not limited to faculties, schools, libraries, programs, centres, departments, institutes, and curriculum working groups.

Campus-Wide Consultation : The Campus-Wide Consultation process provides an opportunity for other academic units and service areas (e.g., Admissions & Records, Library, Student Services, Information Technology Services, Facilities) to review and provide feedback about the course or program submission; it precedes consultation with faculty councils and related faculty-wide curriculum committees.

Official Course Outline: A legal document used for calendar copy, articulation, and other official documentation purposes, the Official Course Outline establishes the parameters for the course syllabus that instructors develop and provide to students. The Official Course Outline Template can be found in Appendix A.

Curriculum Working Group: A Curriculum Working Group is a group of people approved by the Dean of a Faculty (or the Provost) to proceed in the development of a course or program proposal for consideration in the approval process. Guidelines for the formation of a Curriculum Working Group are found in Appendix C.

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Lower-level Course: A course that is a first- or second-year course; lower-level courses are generally numbered in the 100s and 200s.

Major Course Change: A modification to a course that affects the nature or focus of a course, options for students, or budget.

Minor Course Change: A modification to a course that has no effect on the nature or focus of a course, options for students, or budget.

Major Program Change: A modification to a course that affects the nature or focus of a program, options for students, or budget.

Minor Program Change: A modification to a course that has no effect on the nature or focus of a program, options for students, or budget.

Program: For the purposes of this policy, "program" refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to a certificate, diploma, minor, major, honours, degree, specialization, option, and concentration.

Program Budget Analysis: A summary of the budget implications of a proposed new program or revisions to an existing program. It is to be attached to all new and revised Program Proposals when the proposal is submitted to Senate and its standing committees for approval. The Budget Analysis Template can be found in Appendix C.

Program Proposal: The detailed description for a new program using the Template for the Development of Program Proposals found in Appendix C.

Undergraduate Course: Any course numbered below 600, including continuing studies, vocational, and developmental courses.

Undergraduate Education Committee (UEC): UEC is a Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission; evaluation; and promotion of undergraduate students.

Upper-level Course: A course that is a third- or fourth-year course; upper-level courses are usually numbered in the 300s and 400s.

PROCEDURES/GUIDELINES

1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's Strategic Plan and mandate.
2. Changes made to the procedures and guidelines of this policy require the approval of Senate.
3. A *new course* requires the approval of Senate.
    3.1. Before a *new course* is submitted to Senate for approval, it is to be reviewed by the Dean(s), appropriate Curriculum Committee(s), Faculty Council(s), support areas (e.g., Library, Student Services), Senate standing committees, and the broader UFV community.
    3.2. The approval process for *new* undergraduate-level courses is described in Appendix A.
4. Course changes will be classified as either *minor* or *major*.

5. A *minor* course change (e.g., a change that does not have budget implications or does not affect the nature or focus of the course) is to be approved by Faculty Council and submitted to the appropriate Senate Standing committee (e.g., UEC) as an information item and for inclusion in the Calendar.

    5.1. The process for making *minor* changes to an undergraduate-level course and descriptions of *minor* changes are described in Appendix A.

6. A *major* course change (e.g., a change that has budget implications or affects the nature or focus of the course) requires the approval of Senate or the designated Senate standing committee. Before a major change to a course is submitted to Senate for approval, it will be reviewed by the Dean(s), appropriate Curriculum Committee(s), Faculty Council(s), support areas (e.g., Library, Student Services), Senate standing committees, and the broader UFV community.

    6.1. The process for making a *major* change to an undergraduate-level course and descriptions of *major* changes are described in Appendix A.

7. A *new* program requires the approval of Senate.

    7.1. Before a new program is submitted to Senate for approval, it is to be reviewed by the Dean(s), appropriate Curriculum Committee(s), Faculty Council(s), support areas (e.g., Library, Student Services), appropriate Senate standing committees, and the broader UFV community.

    7.2. The approval process for *new* undergraduate-level programs is described in Appendix B.

8. All *changes* to programs require the approval of Senate.

    8.1. Before a change to program is submitted to Senate for approval, it is to be reviewed by the Dean(s), appropriate Curriculum Committee(s), Faculty Council(s), support areas (e.g., Library, Student Services), appropriate Senate standing committees, and the broader UFV community.

    8.2. The process for making a *change* to an undergraduate-level program is described in Appendix B.

APPENDICES

Appendix A: Undergraduate Course Approval Process and Resources

Appendix B: Undergraduate Program Approval Process

Appendix C: Undergraduate Program Approval Resources

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APPENDIX A: UNDERGRADUATE COURSE APPROVAL PROCESS

This appendix includes

1) the process for developing and obtaining approval for a new undergraduate-level course;

2) the process for making changes to an existing undergraduate-level course; and

3) resources for these processes.

1. New Course Approval Process

1.1. The process for introducing a *new* course, generally, begins with the department Curriculum Working Group in consultation with the Dean. If there is no department/school responsible for the course, a committee representing the relevant discipline(s) will be struck.

1.2. The Curriculum Working Group develops the Course Outline, prepares a memo that outlines the rationale and any financial implications of the new course (Memo).

1.3. The Course Outline and Memo are submitted to the Dean or designate for approval.

1.4. Upon Dean's approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one (1) week.

1.5. Following the Campus-Wide Consultation, the course is approved by the Faculty Council.

1.6. After approval at the Faculty Council level, the Course Outline and Memo are submitted to the UEC Assistant for dissemination to the appropriate Senate standing committees (e.g., UEC, Senate Budget Committee) for review and recommendation to Senate.

1.7. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the new Course Outline on the web.

2. Changes to Existing Course Approval Process

2.1. The process for making *changes* to an existing course, generally, begins with the department Curriculum Working Group in consultation with the Dean. If there is no department/school responsible for the course, a committee representing the relevant discipline(s) will be struck.

2.2. The Curriculum Working Group revises the Course Outline, prepares a memo that outlines the rationale (Memo) and any financial implications of the course changes, and completes the Course Budget Checklist.

2.3. The Course Outline, Memo, and Course Budget Checklist are submitted to the Dean or designate for approval.

2.4. Course changes may be *minor* or *major*.

2.5. A *minor* course change is to be approved by Faculty Council.

2.5.1. The following are considered to be *minor* course changes:

- a change to an existing course that has no impact on programs or students of other academic units
- all costs associated with the course change will be covered by the academic unit
- a change to a course title for the purpose of correction or clarification
- change(s) to the calendar description of a course for the purpose of correction or clarification
- change of a course level from 1st to 2nd year (or 2nd to 1st year) and from 3rd to 4th year (or 4th to 3rd)

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- change to the prerequisites or co-requisites for a course that expands options for students
- change to the frequency of a course offering
- changes to learning outcomes that do not change the nature or focus of the course
- changes in course content that do not change the nature or focus of the course
- changing or adding a delivery method for a course that does not affect the cost of delivering the course

2.5.2. After approval at the Faculty Council level, the revised Course Outline and Course Budget Checklist are submitted to the UEC Assistant who will make all necessary calendar changes, post the revised Course Outline on the web, and forward the Course Budget Checklist to all appropriate Senate standing committees.

2.6. A *major* course change is to be approved by UEC.

2.6.1. The following are considered to be *major* course changes:

- putting an existing course onto a new course template
- new resources are required to deliver the course
- course deletions
- a change to a course title that reflects a change in the nature or focus of the course
- changes to the calendar description of a course that reflect a change in the nature or focus of the course
- changes that move a lower-level course to an upper-level course and vice versa
- change to the total number of credits for a course
- change to the hours assigned to components (e.g., total student contact hours, lecture hours, seminar hours) and/or length of a course
- change to the prerequisites or co-requisites for a course that restricts options for students or affects the students or programs of other academic units
- changes to learning outcomes that change the nature or focus of the course
- changes to the course content that change the nature or focus of the course
- change in the maximum enrolment for a course if it affects the quota for an educational program within the academic unit or students or programs of other academic units
- changing a delivery or adding a delivery method for a course when the extra cost of the added delivery method will not be absorbed by the academic unit delivering the course
- changes that affect the students or programs of other academic units

2.6.2. Upon Dean's approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one (1) week.

2.6.3. Following the Campus-Wide Consultation, the course is approved by the Faculty Council Curriculum Committee(s) (FCCC) and/or the Faculty Council(s) (FC).

2.6.4. After approval at the Faculty Council level, the Course Outline and Course Budget Checklist are submitted to the UEC Assistant for dissemination to the Senate standing committees (e.g., UEC, Senate Budget Committee) for review and recommendation to Senate.

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2.6.5. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the new Course Outline on the web.

3. Course Approval Process Resources

3.1. Official Course Outline *(this will be a link to the resource)*

3.2. Sample Memo *(this will be a link to the resource)*

3.3. Course Budget Checklist *(this will be a link to the resource)*

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APPENDIX B: UNDERGRADUATE PROGRAM APPROVAL PROCESS

This appendix includes

1) the process for developing and obtaining approval for a new undergraduate-level program;

2) the process for making changes to an existing undergraduate-level program; and

3) resources for these processes.

1. New Program Approval Process

1.1. The process for introducing a new program, generally, begins when a development group presents its vision of the program to the Dean(s) of the appropriate academic unit(s).

1.2. In the event that an appropriate Curriculum Working Group does not exist and/or to ensure faculty representation on the Curriculum Working Group, the Dean(s) will strike a Curriculum Working Group.

1.3. With the assistance of the Program Development Coordinator, The Curriculum Working Group will develop a Concept Paper that provides the basis for inclusion in the Education Plan.

1.4. The Concept Paper is presented to the Dean for ~~approval~~consultation ~~and to Faculty Council for approval~~.

1.5. After ~~approval~~ consultation at Faculty Council, the concept Paper is recommended for inclusion/approval in the Education Plan.

1.6. After the Concept Paper is included in the Education Plan, the Curriculum Working Group will develop the Program Proposal using the Program Proposal Template.

1.7. The Program Proposal and draft calendar copy are submitted to the Undergraduate Education Committee (UEC) Assistant for Campus-Wide Consultation for a period of (X) weeks.

1.8. After the Campus-Wide Consultation is complete, the Program Proposal is reviewed and approved by the appropriate Faculty Council(s). A Curriculum Working Group must be approved by the Dean before it submits any proposal to any approval body.

1.9. Upon approval by the Faculty Council(s), the Program Proposal is given to the Dean(s) and the Program Development Coordinator and a Program Budget Analysis is attached.

1.10. The Program Proposal and Program Budget Analysis are sent to the UEC Assistant for dissemination to the appropriate Senate standing committees (e.g., UEC, Senate Budget Committee, Academic Planning and Priorities Committee) for review and recommendation to Senate.

1.11. Upon Senate approval, the Program Proposal is sent to the Program Development Coordinator for review, then submitted through the Office of the Provost and Vice-President, Academic to external agencies (e.g., DQAB, professional organizations) for approval.

1.12. If a program is given external approval with conditions, the Program Proposal and external agency conditions will be submitted to Senate for consideration.

2. Changes to an Existing Program Approval Process

2.1. The process for changing a program, generally, begins with the Curriculum Working Group in consultation with the Dean(s) responsible.

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2.2. The Curriculum Working Group outlines the changes and the rationale for the changes. NOTE: If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.

2.3. The proposed changes and rationale are submitted to the UEC Assistant for Campus-Wide Consultation for feedback from the support areas and other academic units for a period of (X) weeks.

2.4. After Campus-Wide Consultation, the revised program is reviewed and approved by the appropriate Faculty Council Curriculum Committee(s) and/or the Faculty Council(s).

2.5. After approval at the Faculty Council level, approval is given by the Dean(s) and a Program Budget Analysis is attached.

2.6. The outline of changes and Program Budget Analysis are sent to the UEC Assistant for dissemination to the appropriate Senate standing committees (e.g., UEC, Senate Budget Committee) for review and recommendation to Senate.

3. Program Approval Resources

3.1. Concept Paper

3.3.1. The concept paper is not required to be a definitive statement of the curriculum of a new program, but rather a general indication of the thinking of the development group on some key issues. It provides the basis for inclusion of the program in the Education Plan, and the basis for the approval of a Curriculum Working Group. It should include the following elements, and any other issues the group wishes to include, and should not exceed three pages in length.

3.2. Program Approval Template Part I and Part II *(this will be a link to the resource)*

3.3. Program Budget Analysis Template *(this will be a link to the resource)*

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APPENDIX C: UNDERGRADUATE PROGRAM APPROVAL RESOURCES

This appendix includes the following resources:

Program Approval Part I: Academic Merit

Program Approval Part II: Alignment with UFV Values and Priorities

Program Calendar Copy Template

Budget Analysis Template

Concept Paper Template

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Program Approval Part I: Academic Merit

The following is a subject-heading summary of what is required in '*Part I: Academic Merit*' of a new undergraduate degree program proposal. These requirements are set by the Province, and reflect the standards of the Canadian Council of Ministers of Education.

'Part Two: Alignment with UFV Values and Priorities' requires other information related directly to UFV strategic directions. A Budget Analysis (at the budget committee stage) and the Calendar Copy for the program will also be required, though not until the program proposal is complete. These templates are also included in this appendix.

When the proposal goes to the Ministry for approval, several sections are added to this document relating to UFV policies, facilities, faculty credentials, and other matters. The Program Development Coordinator will assist developers in adding these components and preparing the final document for external approvals.

1. Executive Summary

1.1. An overview of the organization's history, mission and goals (provided by the Program Development Office).

1.2. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study (guidelines on the naming of degrees provided by the Program Development Office, and set out by the Ministry)

1.3. Location

1.4. Faculty(ies) or school(s) offering the proposed degree program

1.5. Anticipated program start date

1.6. Anticipated completion time in years or semesters

1.7. A summary of the proposed program, including

- Aims goals and objectives of the proposed program
- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution
- Linkages between the learning outcomes and the curriculum design, an indication of whether work experience is required, and if so, a description of the purpose and role of work experience within the program
- Potential area/sectors of employment for graduates and/or opportunities for further study (this section should be supplemented by a more detailed appendix)
- Delivery methods
- Program strengths
- An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admission and transfer within the BC post-secondary education system
- Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any (this section should be supplemented by an appendix)

1.8. Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

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2. Degree Level Standard

Developers should consult the Ministry guidelines for determining the standards which must be met to satisfy each of the following criteria. They are available from the Program Development Office.

2.1. Depth and breadth of knowledge

- Key assumptions, methodologies and applications of a field of knowledge
- Understand range of fields within the field of practice and how these intersect with related fields
- Ability to gather, review, evaluate and interpret information, compare merits of alternative hypotheses, create options
- Engage in independent research in a supervised context
- Critical thinking and analytic skills
- Ability to apply learning

2.2. Knowledge of methodologies and research

- Understand methods of inquiry or creative activity to evaluate different approaches to problems, devise arguments
- Describe history of advanced scholarship in the area

2.3. Communication Skills (accuracy, reliability, to range of audiences, informed by key concepts)

2.4. Awareness of Limits of Knowledge (limits to own knowledge and ability, appreciation of ambiguity and uncertainty)

2.5. Professional Capacity/Autonomy

- Qualities and transferable skills necessary for further study, employment, community involvement
- Initiative, personal responsibility, accountability
- Work effectively with others
- Behave with academic integrity

3. Credential Recognition and Nomenclature

Evidence must be provided that employers and other post-secondary institutions will recognize the credential. The name of the program and its content must match. Ministry guidelines on the naming of degrees must be satisfied.

4. Curriculum/Program Content

The criteria in this section are complex and lengthy, and developers should refer to the Ministry guidelines for details. In general, this section requires that "*the management structures and methods of the program are well-defined and permit delivery of the quality of education necessary for students to attain the learning outcomes. The institution must demonstrate that the program in both subject matter and learning outcome standards offers an education of sufficient depth and breadth and rigour to be comparable to similar programs at the proposed degree level offered by recognized provincial, national and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs.*"

Calendar descriptions and complete course outlines must be included in the Ministry application, but can be reduced to live links to the UFV online calendar in the internal proposal. A sample program grid for

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each semester should be included. Academic policies related to standards must be included in the Ministry proposal, but are not necessary for the internal proposal.

5. Learning Methodologies/Program Delivery

In this section every method of delivery used in the program should be described, including distance education, practicums, internships, labs, independent study, and studio work. Developers should refer to the Ministry standards. While it is necessary to include all relevant policies and facilities descriptions in the Ministry document, these may be omitted in the internal proposal. They will be added by the Program Development office. If program-specific policies need to be included, please include them here.

6. Admission and Transfer/Residency

All requirements and processes must be described, showing a willingness to provide flexible admission, PLAR, and transfer credit.

7. Faculty

Demonstrate that UFV has the human resources necessary, or has a plan to hire them; describe faculty qualifications, research activity and scholarly output. Policies related to hiring, academic freedom, evaluation, probation, research ethics, professional development, and other related issues will be required for final submission to the Ministry, though not for the internal proposal, and will be provided by the Program Development Office.

Developers should refer to the Ministry standards for this section for further details on the standards that must be met. Full faculty CV's and all relevant policies must be provided for the Ministry proposal, but may be omitted for the internal proposal. For the internal proposal, however, a summary of the credentials of the faculty involved should be provided.

An implementation plan for the program should be included here, including all required faculty and staff over a five year period.

8. Program Resources

In this section, proposers must describe all resources the institution has to mount the program, and all those which must be acquired. Library resources, facilities, equipment, labs, databases, computing, shops, and agreements for work-study must be considered. There must be a commitment both to provide and sustain these resources in the future. An appendix should include a detailed library collections analysis and description of the facilities and other resources required. This section, along with the five-year plan for implementation, will form the basis of the Budget Analysis which will accompany this proposal to the Senate.

9. Program Consultation

The developers must show that they have consulted widely with appropriate individuals and institutions in the development of the proposal. Letters of support and results of academic reviews should be included in an appendix, with a description of how critiques were considered and what was done to address them. Evidence that the credential will result in employment should be included here as well if employers have had a role in developing the program. Developers should take note that Conflict of Interest guidelines exist in relation to who is consulted about the quality of the curriculum, and check with the Program Development Office for further information.

10. Program Review and Assessment

This section will be provided by the Program Development Office.

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Program approval Part II: Alignment with UFV Values and Priorities

Under construction

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Budget Analysis Template

Under construction

DRAFT

Program Calendar Copy Template

Under construction

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Concept Paper Template

The concept paper is not required to be a definitive statement of the curriculum of a new program, but rather a general indication of the thinking of the development group on some key issues. It provides the basis for inclusion in the education plan, and the basis for the approval of a Curriculum Working Group. Approval of a concept paper means only that a group has a mandate to continue to develop a program, not that it will ultimately be approved by Senate. It should include the following elements, and any other issues the group wishes to include, and should not exceed five pages in length.

a. Name of program

b. Credential to be awarded

c. Program Length or number of credits (or range)

d. Audience (type of student served) and benefits to this audience

e. Relationship to local communities and their needs

f. Relationship to UFV Strategic Plan and Faculty priorities, including possibilities for Indigenous and international content

g. Relationship to existing programs at UFV

h. Anticipated links to further study, and to employment (type of graduate or professional school; kinds of jobs a graduate would be prepared for)

i. Delivery methods

j. Possible resource needs (labs, faculty, space, technical support)

k. Suggested Curriculum Working Group members and the reasons for their selection. Include brief biographies and credentials

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UNIVERSITY OF THE FRASER VALLEY

UEC MEMORANDUM

UPAC Chair: Samantha Pattridge
Phone: 4643

UPAC Assistant: Amanda Grimson
Phone: 4571

TO: UEC

FROM: Amanda Grimson, UEC Assistant

DATE: November 18, 2011

RE: General Framework for Honours Degrees

At its October 28, 2011 meeting, UEC voted to recommend revisions to the General Framework for Honours Degrees. As there was some confusion regarding some of the points, Senate has requested that UEC re-submit these recommendations. Some of this confusion may have been due to errors/typos on the submission from UEC. A copy of the current requirements with all changes tracked, rather than separate current and proposed requirements, may also help to clarify UEC's recommendations.

Attached is a copy of the UEC Recommendations that went to Senate (with corrections/comments), followed by a version with changes tracked that may help eliminate some of the confusion.

~~UPAC~~UEC RECOMMENDATIONS

General Framework for Honours Degrees

CURRENT:

Requirements

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.

2. Honours programs must contain additional academic requirements to a corresponding major or degree as specified by the department that include at least one of:
   a) Additional credit requirements of up to 12 credits for a maximum of 132 credits for the degree
   b) Completion of additional educational activities such as an honours seminar, thesis or project
   c) Completion of new courses specific to the honours degree
   d) Completion of specified courses already existing in the current degree program but which are not mandatory in that program

   Students should be aware of the pre-requisites for the above criteria and plan accordingly.

3. Students will be admitted to an honours program only if they have completed at least 60 credits, but will not be admitted if they are within 30 credits of completing the degree unless a department has approved a late declaration provision.

4. Students who fail to meet the graduation requirements for an honours degree, but do make the requirement for the corresponding non-honours degree program would be awarded the nonhonours degree.

Process

Individual honours degree proposals will be approved by curriculum (or equivalent) committees prior to submission to PAC and UCC. The submission must include an indication of the additional resources required to run the program.

PROPOSED:

Requirements

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.

2. Honours programs must contain additional academic requirements to a corresponding major or degree as specified by the department that include:
   a) Additional credit requirements of ~~up to~~ 9-12 credits, and
   b) Completion of additional upper-level educational activities such as an honours course, seminar, thesis, or project.

   Students should be aware of the prerequisites for the above criteria and plan accordingly.

3. Students who fail to meet the graduation requirements for an honours degree, but do meet the requirements for the corresponding non-honours degree program would be awarded the non-honours degree.

Process

Individual honours degree proposals will be approved by curriculum (or equivalent) committees prior to submission to UEC and Senate. The submission must include an indication of the additional resources required to run the program.

Comment [AG1]: This was a copy/paste error.

Comment [AG2]: Senate members suggested replacing this with "including".

PROPOSED REQUIREMENTS WITH CHANGES TRACKED:

Requirements

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.

2. Honours programs must contain additional academic requirements to a corresponding major or degree as specified by the department that include ~~at least one of~~both of the following:
   a) Additional credit requirements of ~~up to~~between 9 and 12 credits ~~for a maximum of 132 credits for the degree~~, and
   b) Completion of additional upper-level educational activities such as an honours course, seminar, thesis, or project.
   ~~c) Completion of new courses specific to the honours degree~~
   ~~d) Completion of specified courses already existing in the current degree program but which are not mandatory in that program~~

   Students should be aware of the pre-requisites for the above criteria and plan accordingly.

~~3. Students will be admitted to an honours program only if they have completed at least 60 credits, but will not be admitted if they are within 30 credits of completing the degree unless a department has approved a late declaration provision.~~

~~4.~~3. Students who fail to meet the graduation requirements for an honours degree, but do make the requirement for the corresponding non-honours degree program, would be awarded the nonhonours degree.

Process

Individual honours degree proposals will be approved by curriculum (or equivalent) committees prior to submission to ~~PAC~~UEC and ~~UCC~~Senate. The submission must include an indication of the additional resources required to run the program.

Comment [AG3]: This addition may help to eliminate any possible confusion about whether both points are required.

From: Lisa Tassone
Sent: Friday, November 18, 2011 9:52 AM
To: Amanda Grimson
Subject: RE: UEC submissions for SGC

Hi Amanda,

Here are a couple of suggested changes and questions the SGC sub-committee had regarding UEC membership composition.

Membership changes

The committee recommends that "One academic advisor" be broadened to include departmental assistant or program advisor, and to leave one staff member as is.
Also, delete "One academic advisor recommended by the Director of Student Services and approved by Senate" as this is out of sync with how nominations are done.

The committee felt that the University Secretary & Registrar (or designate) and the Senior Advisor on Indigenous Affairs (or Designate) should be moved back as ex-officio, non-voting members. The concern is that there needs to be a balance between administrative and faculty members on the committee.

Also, it should just be Registrar (or designate), not University Secretary.

The committee would like a rationale as to why UEC is requesting to eliminate ex-officio, non-voting members.
#
Cheers,

Lisa
#

Proposed Changes to Undergraduate Education Committee Membership

CURRENT	PROPOSED (with changes highlighted)
Voting Members	**Voting Members**
Chair: Faculty member, nominated by committee, approved by Senate	*Chair: Faculty member, nominated by committee, approved by Senate*
Eight faculty members approved by Senate, at least 2 from Senate	Eight faculty members approved by Senate, at least 2 from Senate
Two Deans, approved by Senate	Two Deans, approved by Senate
University Librarian	University Librarian (or designate)
One academic advisor*	One academic advisor*
Director, Teaching and Learning	Director, Teaching and Learning (or designate)
One staff member, approved by Senate	One staff member (e.g. departmental assistant or program advisor), approved by Senate
	University Secretary & Registrar (or designate)
	Senior Advisor on Indigenous Affairs (or designate)
Two undergraduate students, approved by Senate	Two undergraduate students, approved by Senate
Ex-Officio Non-Voting Member	***Note:*** *The following (or their designates) are to be included in the Campus-wide consultation and are welcome – but not expected – to attend committee meetings:* • *Provost & Vice-President, Academic* • *Associate Vice-President, Research & Graduate Studies* • *Director, International Education* • *Director, Enrolment Management* • *Director, Institutional Research*
Provost & Vice-President, Academic (or designate)	
Associate Vice-President, Research & Graduate Studies (or designate)	
Director, International Education (or designate)	
Senior Advisor on Indigenous Affairs (or designate)	
Director, Enrolment Management (or designate)	
Director, Institutional Research (or designate)	
University Secretary & Registrar (or designate)	
Administrative Support	**Administrative Support**
Office of the Provost & Vice-President (Academic)	University Secretariat
Total membership	**Total membership**
23 members; 16 voting members and 7 non-voting members	18 voting members
Quorum: minimum 50% of voting membership (8 members)	Quorum: minimum 50% of voting membership (9 members)

**One academic advisor recommended by the Director of Student Services and approved by Senate*

From: Elaine Harris
Sent: Wednesday, November 16, 2011 5:19 PM
To: Amanda Grimson
Cc: Samantha Pattridge
Subject: UEC agenda

Special admission requests:

I'd like to request that UEC approve that special admission option A (where the student is going to complete grad requirements before the start of classes, but won't be able to provide proof until after classes start) be approved in admissions, rather than handled by the special admissions subcommittee.

This is the way we always handled this type of request before. UEC originally made the decision to continue this practice until October 31, until the subcommittee had been convened.

These requests are pretty straightforward – they are approved only when we can verify that the student is clearly on track to finish graduation requirements before the semester starts. We don't give these students unconditional admission either – we require that they provide proof by the end of the first month of the semester that they have, indeed, met graduation requirements in order to remain registered. In that sense, these might not be considered true special admission, as they are more in the nature of conditional admissions.

There is little for a committee to discuss as. However, if it seems at all iffy that the student would be able to complete graduation requirements e.g. if they had several courses to complete and/or are working in a self-paced environment and have made little progress, then we would refer them to the full special admission process (option B) instead, and that would be referred to this committee.

All the members of the special admission sub-committee expressed their approval of continuing to do these in admissions.

Elaine Harris
Associate Registrar, Admissions
University of the Fraser Valley
33844 King Road
Abbotsford, BC
V2S 7M8
Phone 604-864-4645
Fax 604-853-0138

To: UEC
From: Elaine Harris
Re: Transfer credit policy
Date: November 18, 2011

Transfer credit policy required that transfer credit for unrecognized institutions, non-educational institutions (e.g. professional bodies, high schools) and non-credit courses be recommended by department heads and approved by ASC. A few exceptions were in place, and ASC occasionally made a decision to handle an institution differently. Now that UEC is responsible for this policy, presumably that responsibility will become UEC's.

Initially transfer credit was placed with APPC, and they recommended to senate, and it was approved, that departments could make non precedent-setting decisions without committee approval, until Dec. 31, 2011. There was no process set up for precedent-setting decisions.

This arrangement will soon end. From years on ASC, it is my view that transfer credit decisions, whether precedent-setting or for one student, are important to the academic integrity of the institution. While the discipline heads are clearly the experts on the appropriateness of content, there are many issues in considering the education when it originates from non-credit courses, or institutions that are not recognized, that may not be apparent to every department head. Having a central body vet the decisions allows more general input into the decisions, having A&R do some research on the institution, the credit system, etc. Without this, a strong potential exists for students to be awarded credit for something that might be from a diploma mill, or to award to many credits and so on. Transfer credit awarded to individual students may be applied toward any degree, and thus could lead to undermining of the academic integrity of UFV degrees.

My suggestion is that UEC adopt the process followed by ASC in approving these transfer credit decisionsi However, the responsibility of this might be handled by a sub-committee (perhaps consisting of 3-4 faculty members, perhaps one dean, with either me or the Credential Evaluation coordinator as a resource person).
A form and guidelines for submitting decisions that was used for ASC is attached.

Attached in part 1 is a sample of some of the transfer decisions, from the ASC minutes for the last year (student names have been removed). Part 2 is a discussion on waiving the requirement to take decision for a particular institution to ASC

Transfer decisions handled at ASC

Part 1 - examples of the decisions made by ASC

May 14, 2010

5.1 Columbia Bible College – individual student
This student has completed 76 credits from Columbia Bible College with a 3.66 GPA. She requires one credit to graduate from one of UFV's programs. As there is a deadline to graduate, an electronic vote was held on April 30th, 2010 to give the student one credit for her 76 credits at CBC.

Non-precedent setting decision
Student's work at Columbia Bible College = UFV GE 1XX (1 credit)
CARRIED

5.2 UFV Family Child Care Certificate - Renewal
Les Stagg brought forward a renewal of transfer credit decision for the UFV Family Child Care Certificate through Continuing Studies. A request made by the ASC committee members was to have updated course outlines. It was noted that the updates were already in process.

Precedent-setting decision, effective September 2010 and ending in 2015:
UFV Family Child Care Certificate = ECE 101 and ECE 132(6 credits)
This decision is precedent setting. CARRIED

5.3 Tynemouth College – individual student
Student has studied in England, and parts of her studies are equivalent to portions of our ECE diploma in the Speech and Language Assistant program. Les Stagg consulted with D. Epp, who had originally developed the SLA program and wrote the courses and she felt that it was appropriate to allot the 15 credits in this particular case.

Tynemouth College, England SLA Certificate = UFV SLA 2XX (15 credits)
This decision is non precedent setting. CARRIED

5.4 Transport Canada Private Pilot Licence – Renewal
This is a renewal of existing ASC transfer credit decision. Students must have the original Transport Canada private pilot licence.

MOTION: E. Campbell / M. Morrison
Precedent-setting decision, effective September 2010 and ending in 2015:
Transport Canada Private Pilot Licence = UFV AV 161 (2 credits) and AV 162 (2 credits)
This decision is precedent setting. CARRIED

5.5 Kwantlen College - individual student
Student is registered in the Bachelor of General Studies at UFV, working towards admission to a teacher training program. She has ASL training from Kwantlen College and would like to receive credit. However, after reviewing her file, it was noted that there are incomplete records—just a record of attending or completing. For the second set of courses, they could only verify registration, not completion or grades. The letter indicated that exams must be passed after each level, and Elaine wondered if the exam results could be obtained, and transfer granted based on those. After some discussion, it was decided that C. Isaac and M. Klepic would look into this matter and see if there is valid documentation available. This item was tabled and will be looked at in September.

5.6 North Tyneside Council Riverside Centre, UK – CACHE Level 3 Certificate – individual student
An official transcript has been received by the registrar's office for this student. The Social Work and Human Services Department considers the course content worthy of some credit.
MOTION: R. Welch / T. Piper

::
North Tyneside Council Riverside Centre, United Kingdom
A/100/4221- Working with Children and Young People with Special Needs = UFV HSER 192 (3 credits)
CACHE Level 3 Certificate for Teaching Assistants + Working with Children and Young People with Autistic Spectrum Disorder and Skills for Supporting Pupils with Dyslexia = UFV HSER 1XX (3 credits)
This decision is non precedent setting.

Sept. 2010

5.1 Social, Cultural and Media Studies— individual student
At the September 25, 2009 meeting, the ASC made a non-precedent-setting decision approving the transfer credit request for GS 293 to ANTH 102 (3 credits), therefore, Eric Spalding was requesting the same. For the sake of consistency the committee had no objections with passing the motion.

MOTION: A. Bakos / S. Brown
Non precedent-setting decision.
Columbia Bible College GS 293 Cultural Anthropology = 3 credits ANTH 102
This Decision is Non precedent setting CARRIED
The committee felt that this transfer credit request should be precedent-setting as it was the second request for this particular course. The committee advised Eric Spalding that if he trusts the course content and the delivery meets the department's standard then he can make it a precedent setting. Eric Spalding agreed that it should be precedent setting for the time being as he believes it will be the same decision every time. Upon no objections from Eric Spalding or committee members, a second motion was made.
MOTION: T. Piper / S. Brown

Precedent-setting decision, effective Winter 2010 and ending Winter 2015
Columbia Bible College GS 293 Cultural Anthropology = 3 credits ANTH 102
CARRIED

5.2 Music – individual student
J. Pitcher was unable to attend the meeting; however, the committee felt they were able to proceed with a motion. The student has successfully completed Royal Conservatory of Music examinations in Music History grade 3 and 4. The syllabi for the RCM courses suggest that the contents and learning objectives for these courses significantly overlap with UFV Course MUSC 101 and MUSC 150.The committee had some concern that J. Pitcher may have wanted to change his request, as stated in an email from Elaine Harris, that he thinks they may be worthy of 2nd year credits and wants to see if he can give it more specific credit. However, in his absence the committee did not address this and noted that J. Pitcher can address the committee at a later time if he so wishes to change his request. In terms of the student's situation, Nancy Goad informed the committee that she can graduate in December 2010 and therefore would like to have this resolved this Fall. The committee requested for the two courses to be given unassigned music credits not general unassigned credits.

MOTION: N Goad / E Campbell
Royal Conservatory of Music Grade 3 Music History = MUSC 1XX (3 Credits)
Royal Conservatory of Music Grade 4 Music History = MUSC 1XX (3 Credits)
This Decision is Non precedent setting. CARRIED

Continuing Studies - SDU LIB01 – LIBT 380
Continuing Studies - SDU LIB02 – LIBT 381
Christina Neigel, Department Head for Library and Information Technology, explained that in the Fall of 2009 and Winter 2010, the Library and Information Technology Program offered SDU LIB01 and SDU LIB02 (now called LIBT 380 and LIBT 381) through continuing studies for library technicians before the courses had been approved as credit courses. However, the two courses offered last year were designed

and delivered in complete alignment with the official outlines that were approved by UPAC and Senate late Winter 2010.The intention is that the courses will be applied to a Post Diploma Certificate for Library Technicians, currently going though the UFV approval process. As several students have requested credit for these courses, Christina Neigel was requesting that credit be granted for those students who have taken them as continuing studies courses before the official course outlines were approved.

MOTION: T. Piper / N. Sexton
Precedent-setting decision, effective September 2009 and ending Winter 2011 Continuing Studies SDU LIB01 = LIBT 380 (2 Credits)
Continuing Studies SDU LIB02 = LIBT 381 (2 Credits)
CARRIED

February, 2011

Philosophy – individual student
Hamish Telford, Philosophy & Political Science department head, was unable to attend the meeting; however, the committee proceeded with the request. H. Telford was recommending non-precedent setting for GS 232 to PHIL 110 (3 credits). The syllabus indicates the use of standard readings, addresses basic theories for the course, and utilizes conventional assignments for the discipline. T. Helford noted that the department would prefer to look at each transfer credit from this institution on a case by case basis, as the course content tends to vary by instructor. The committee expressed no concerns and moves to approve the transfer credit request.

MOTION: T. Piper / M. Morrison
Columbia Bible College GS 232 = PHIL 110 (3 credits)
This Decision is Non precedent setting CARRIED

5.3 BA Adult Education - Northern Alberta Institute of Becoming a Master Instructor Certificate Program – BMI 1 & BMI 2
Ian Hunt,

Ian Hunt, BA Adult Education department head, was requesting precedent setting transfer credit for the Becoming a Master Instructor Certificate Program (BMI) from the Northern Alberta Institute of Technology (NAIT). The program was developed with the purpose of developing instructional skills for instructors new to NAIT as well as to those with extensive practice experience. The BMI Certificate program meets part of the required instructional design component of the UFV Adult Education BA degree. I. Hunt is recommending a total of 6 lower level ADED academic credits (4 block credits as ADED 1XX and 2 block credits as ADED 2XX.
BMI 1 and 2 are offered directly through the Department of Teaching & Academic Development for full-time instructors at NAIT, for which an official NAIT Certificate is provided; however, they do not receive a transcript. BMI 1 is offered as well through Continuing Education at NAIT, in a trio of courses BMI 100, 200, and 300, for which a transcript is issued. These courses are equivalent to BMI 1. BMI 1 is a required prerequisite for BMI 2.
There was some concern with individuals who only receive a Certificate and not a transcript. Therefore, to receive transfer credit they will need to prove that they have completed the program by providing a letter from NAIT registrar's office to UFV A&R clearly stating that they have complete BMI 1 and 2 from NAIT. For individuals who have completed BMI 100, 200, 300 and BMI 2 through Continuing Education there was no concern as students are issued a transcript.

MOTION: M. Morrison / T. Piper
THAT ASC grant ADED 1XX for 4 credits for the completion of BMI 1 or completion of BMI 100,200, and 300 from NAIT.
This Decision is precedent setting effective January 2002 and ending January 2016 CARRIED
MOTION: M. Morrison /T. Piper
THAT ASC grants ADED 2XX for 2 credits for completion of BMI 2 from NAIT.

This Decision is precedent setting effective January 2002 and ending January 2016 CARRIED

March, 2011

5.2
Psychology – individual student
Wayne Podrouzek, Psychology department head, was unable to attend the meeting; however, the committee proceeded with the requests. W. Podrouzek was recommending non-precedent setting transfer credit for this student. All courses used standard text, taught by qualified Psychology professors, and have adequate criteria for completion for the level. W. Podrouzek noted that as private colleges may not always have Psychology Graduates teaching the courses, requests need to be evaluated on a case by case basis. The committee expressed no concerns and moved to approve the transfer credit request.

MOTION: E. Campbell / M. Morrison

Columbia Bible College GS 292 = PSYC 2XX (3 credits)
Columbia Bible College GS 295 = PSYC 2XX (3 credits)
Columbia Bible College GS 193 = PSYC 101 (3 credits)
Columbia Bible College GS 194 = PSYC 102 (3 credits)
This Decision is Non precedent setting CARRIED

April, 2011

5.1 English – individual student
John Carroll, English department head, was requesting non-precedent setting transfer credit.. Course description, required texts, course requirements, evaluations, and course objectives are consistent with first year English Literature courses. Due to concerns of consistency in the delivery of the course, the department would like to review transfer credit on a case-by-case basis. The committee expressed no concerns and moved to approve the transfer credit request.
MOTION: T. Piper / M. Morrison
Non precedent-setting decision.
Summit Pacific College ENGL 104 = ENGL 1XX (3 credits)
CARRIED

In favour: 6
Opposed: 1
Absent: 6

5.3 Transfer credit request for vocational credit for Trades & Technology training
Rolf Arnold, Director, Trade & Technology Training, was requesting approval for assigned vocational credits for non-UFV trades and technology programs and for the completion of apprenticeship programs and technician and technologist programs. This applies to students who have completed an apprenticeship and obtained a BC Government certificate in the trade, or a Red Seal Interprovincial certification apprenticeship. For other Canadian provinces granting non Red Seal government certificates, R. Arnold stated that the Trades and Technology department would have to review each request on a case by case basis to determine the number of years of the apprenticeship training, and determine the appropriate credits using these decisions as guidelines. Although the submission also included technician and technologist programs, if these carry credits from a recognized institution, these would already be covered under block transfer credit guidelines; if not, they would need to be looked at individually. This part of the submission was therefore not dealt with.
MOTION: T. Piper/ S. Brown
THAT ASC approves the transfer request of unassigned vocational credit (GE 1VO) for non-UFV Entry level trades training programs and for Apprenticeable programs that lead to a provincial BC government or Red Seal Interprovincial Trades Qualification certificate:

Institution: BC or Canadian government
Program: Trades qualification certification by BC provincial government or Red Seal Interprovincial certificate.
Transfer credit to be given for provincial or interprovincial Trades qualifications as follows:
Apprenticeable Programs

ELTT* Training in apprenticeable trades at other recognized post-secondary institutions	34 unassigned vocational credits (GE 1VO)
Two-year Apprenticeable Trade	A total of 34 unassigned vocational credits GE 1VO (no additional credit for ELTT if taken)
Three-year Apprenticeable Trade	A total of 47 unassigned vocational credits GE 1VO no additional credit for ELTT if taken)
Four-year Apprenticeable Trade	A total of 52 unassigned vocational credits GE 1VO (no additional credit for ELTT if taken)

ELTT Trades programs are also referred to as „Foundation" programs in other institutes/jurisdictions.
THAT ASC grants authority to the faculty of Trades and Technology to review and make a decision on other Canadian provincial Trades Qualification certificates issued for apprenticeship training, and assign vocational credit comparable to the guidelines presented at ASC.
CARRIED

Part 2 – Discussions about making exceptions for certain institutions

Request to allow departments to make decisions, without ASC approval, for Columbia Bible college

February 18

5.2 Recommendation for special consideration for transfer credit for Columbia Bible College
E. Davis, Provost & Vice-President, Academic, was unable to attend the meeting; however, the committee proceeded to discuss the recommendation. E. Davis is requesting that ASC approve decisions by department heads or delegates for Columbia Bible College (CBC) courses, thus waiving the requirement for ASC approval for transfer credit decisions for CBC. Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.
Elaine Harris contacted UVIC and UNBC and found that UVIC is selective about the courses coming from CBC and do not transfer courses that have a lot of theological content. UNBC has done only one transfer credit for one student for 6 courses. Normally, UNBC would not recognize courses for transfer from Columbia Bible College as the institution is not a member of the BC transfer system. UNBC would not be able to automatically award transfer credit or publish this information without the CBC becoming a member of the BC transfer system.
Members noted that when a department head brings a transfer credit request from CBC to ASC, they are not comfortable with having the decision precedent setting as they want to be able to evaluate the transfer credit on a case by case basis, as the course content can vary by instructor.
E. Harris noted that when CBC first approached UFV, they submitted several packages of course outlines; however, many instructors did not appear to have PhD or show any credentials at all and she could not find the credentials on the CBC website. Members agreed that there are at times holes in the outlines; requirements of the course and credential of the instructor are unknown.
In addition, members also have questions about the rationale for the request. While they acknowledge that CBC's proximity to UFV leads to a relatively high number of transfer requests, they are not convinced that this alone is sufficient justification for granting the college preferential status. There are many similar private colleges (some faith-based, some not) whose students' transfer requests are routinely brought

before ASC. Why should geographic proximity lead to what could be perceived as preferential treatment for CBC?
Therefore, members are uncomfortable with this type of institution getting president –setting decisions at the department level rather than ASC. Members feel that with a transfer policy in place, students have the ability to receive transfer credit from CBC. After much discussion expressing many concerns, the committee decided to forward E. Davis' request to the next meeting.
ACTION
Vicki will prepare a memo to E. Davis outlining the committee's discussion

5.2 Recommendation for consideration for transfer credit for Columbia Bible College
This recommendation is a continuation from the February 18 ASC meeting, on the basis of a memo requesting that ASC open the doors to set up some articulation with Columbia Bible College (CBC). Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.
Doug Berg, Academic Dean, Columbia Bible College met with Elaine Harris in hopes that ASC will reconsider the transfer credit agreement between UFV and CBC. Based on some of the concerns discussed at the February 18 meeting, D. Berg noted that if an agreement is reached, the Academic Dean of Columbia Bible College will ensure that consistency of course content is adhered to.
MOTION: V. Grieves / E. Campbell
THAT ASC approves Eric Davis request that ASC allow department heads or delegates to assess and approve transfer credit decisions for Columbia Bible College courses without requiring ASC approval. Effective as of April 15, 2011.
THAT ASC also wants this decision to be reviewed prior to April 2013 by the Senate Standing Committee that will be responsible for such decisions (the name of which is unclear at this time) to ensure that the process is working properly and meets the needs of UFV and its students. To this end ASC recommends that the above agreement will only be in place until April 2013 unless the new committee approves an extension.
CARRIED

Transfer Credit Recommendation for Academic Standards Committee

Please attach program and course outlines. See the guidelines for more details.

UFV Department or Program:	
Reviewer's name:	**Phone:**
☐ **Precedent-setting decision:**. Course(s) offered within this range of terms will transfer: **Effective term**: **End date** (if not specified, will be 5 years): **Or**, ☐ **Non-precedent-setting decision:** (provide rationale below.) Transfer credit to be given to: **Name:** **ID:**	

Transfer credit is recommended as follows:

Institution Name: **Location:**		**UFV Equivalent**	
Course Name/Number or Program Name	**Qualifiers** (e.g. min. grade or GPA, certification, etc.)	**Subject Code & Number** (e.g. CRIM 1XX)	**Credits**

Recommendation:

If not precedent-setting, please indicate why:

_____ _____

Signature Date

Submission of requests for transfer credit to ASC

ASC approves transfer credit for courses/programs from unrecognized post-secondary institutions, for non-credit programming, or courses or programs from institutions that are not post-secondary educational institutions (e.g. schools, professional organizations).

Recommendations should come from the UFV department most closely related to the discipline. If another department is seeking the credit on behalf of one of their students, the department most closely related to the discipline must express explicit support for the recommendation (usually by signing the recommendation form).

To support your request, please provide for the ASC agenda:

1. Documentation of the course(s) or programs – usually an overview of the program, list of required courses, course outlines.
2. The completed ASC transfer recommendation form.
    - Consider the effective term. The material being evaluated should be from the time period that the student took the course(s) so that the effective term incorporates when the student took it. If it is a well-established course, you may choose to backdate it slightly.
    - Consider an end date. Precedent-setting decisions expire after five years but can be earlier, if you are not confident about the course remaining consistent over that long.
    - Clearly list the exact institution name, under which the courses will be transcripted, and the exact program name, or exact course names and numbers, on the left.
    - Clearly list what kind of credit you are recommending, eg. Specific UFV courses, discipline unassigned, general unassigned, etc, and the number of credits.

3. A rationale for your recommendation, including addressing how much and what type of credit you recommend.
    - **Credit:** The academic model is based on 2-3 hours outside of class time for every hour in class, with about 39 contact hours equal to 3 credits. For courses that are primarily practical with little outside work, we usually use the vocational model where 30 class hours = 1 credit. Some courses are a hybrid (such as lab courses) so there are more contact hours per credit than in the academic model.
    - **Type of credit**: does credit clearly fall within your discipline. If not, GE credit may be given.
    - If you are recommending upper level, a case should be made for that.
    - If you are aware of other recognized institutions that accept the credit, indicate which institution and what credit they grant.

In all cases, students must supply the official documentation (usually official transcripts) required to evaluate transfer credit. We recommend that you check that students can provide an official transcript before taking the decision to ASC.

For transfer credit from non-educational institutions, a copy of the official documentation that will be available should be included with the request.