
UEC MEMORANDUM

UEC Chair: Samantha Patridge
Phone: 4177

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Undergraduate Education Committee Representatives
FROM: Amanda Grimson, UEC Assistant
DATE: December 12, 2011
RE: NOTICE OF UEC MEETING

An Undergraduate Education Committee (UEC)

meeting is scheduled for:

Friday, December 16, 2011

10 am-Noon, Room C1429 (Abbotsford campus)

[Agenda package attached]

***** Note room change to C1429 *****

Draft UEC motions, December 16, 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, with the exception of POSC 410.
- To approve the new course outline for POSC 410, including re-use of an existing course number.

4.1. Biology

- To approve the changes to the Biology Honours entrance requirements as presented.

4.2. Fashion Design

- To approve the changes to the Fashion Design diploma entrance requirements as presented.
- To approve the changes to the Fashion Design diploma application process as presented.

4.3. History

- To approve the changes to the addition of course options to the History major as presented.

4.4. Upgrading and University Preparation

- To approve the discontinuation of the Literacy Tutor certificate as presented.

4.5. Visual Arts

- To approve the changes Certificate in Extended Studies in Visual Arts as presented.

4.6. Health Sciences

- To approve the renewal of the LPN access agreement for entry into the BSN program as presented.

4.7. Economics

- To approve the new Economics major for the Bachelor of Arts degree as presented.

4.8. Communications

- To approve the changes to the Communications minor requirements as presented.
- To approve the addition of MACS 369/JRNL 369 as an optional course in the Introduction to Journalism certificate as presented.
- To approve the changes to the Professional Communication Essentials certificate requirements as presented.

4.9. Trades

- To approve the changes to the Aircraft Structures Technician certificate entrance requirements as presented.

5.2. UEC Terms of Reference and membership composition

- To approve the revised Terms of Reference as presented.
 - **OR:** To recommend the following changes to the revised Terms of Reference:
- To approve the revised membership composition as presented.
 - **OR:** To recommend the following changes to the revised membership composition:

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

Friday, December 16, 2011
10 am – 12 pm, Room **C1429**
Abbotsford Campus

REVISED AGENDA

1. APPROVAL OF THE AGENDA
2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: November 25, 2011 Exhibit #2.1 (p.7)

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. Biology

Review with changes: BIO 470/CRIM 470

Review with changes including prerequisites: BIO 320, 430

Review with changes including hours: BIO 406

3.2. Criminology and Criminal Justice

New course: CRIM 216, Psychopathy and the Criminal Justice System

New course: CRIM 440, Terrorism

New course: CRIM 441, Prostitution in Canada

New course: CRIM 442, Mental Disorder and Crime

Review with changes: CRIM 310, 330, 335, 411, 412, 416, 417, 421, 450, 480

Review with changes including prerequisites: CRIM 311

Review with changes including credits and hours: CRIM 320

Review with changes including title: CRIM 410

Review with changes including synonymous courses: CRIM 415

3.3. Fashion Design

Change to course hours: FD 382, 384

3.4. Health Sciences

New course: DHYG 229, Oral Pathology II (combination of existing DHYG 226 and 227)

Change to corequisites: DHYG 261

3.5. History

New course: HIST 316, Violence and War in the West: A Cultural History
Review with changes including title, prerequisites, and number: HIST 419 (formerly HIST 317)

3.6. Mathematics

Review with changes including prerequisites, title, and hours: MATH 470

3.7. Political Science

New course: POSC 305, Government and Politics in British Columbia

New course: POSC 365, Global Security

New course: POSC 410, Seminar in Canadian Politics (and request to reuse existing number)

3.8. Social, Cultural, and Media Studies

Review with changes including prerequisites and new cross-listing: MACS 369/JRNL 369

3.9. Teacher Education

Review with changes: EDUC 421, 422, 432, 424, 425

Revisions including course credits and hours: EDUC 447, 454, 460

3.10. Theatre

New course: THEA 290, Theatre Practice: Small Ensemble

New course: THEA 295, Theatre Practice: Large Ensemble

Revisions including title: THEA 199, 299, 499

Revisions including title and prerequisites: THEA 399

3.11. Visual Arts

Review with changes including course number: VA 251 (formerly VA 151)

Review with changes including title and prerequisites: VA 372

Review with changes including title and hours: VA 471

Review with changes including title, hours, and prerequisites: VA 472

4. PROGRAMS

4.1. Biology

S. Gillies Exhibit #4.1 (p.12)

Change to program: Biology Honours

4.2. Fashion Design

D. Devitt Exhibit #4.2 (p.14)

Changes the program: Fashion Design diploma

4.3. History

R. Anderson Exhibit #4.3 (p.19)

Change to program: History major

4.4. Upgrading and University Preparation

T. Archie Exhibit #4.4 (p.21)

Discontinuation of program: Literacy Tutor certificate

4.5. Visual Arts

T. Anzai Exhibit #4.5 (p.22)

Change to program: Certificate in Extended Studies in Visual Arts

4.6. Health Sciences *N. Goad* Exhibit #4.6 (p.25)

Renewal of agreement: LPN entry to BSN program

4.7. Economics *V. Dvoracek* Exhibit #4.7 (p.26)

New program: Economics major

(full proposal available at www.ufv.ca/senate/Senate_ Standing_ Committees/UEC/UEC_minutes)

4.8. Communications *D. Thomson* Exhibit #4.8 (p.45)

Change to program: Communications minor

Change to program: Introduction to Journalism certificate

Change to program: Professional Communication Essentials certificate

4.9. Trades *R. Arnold* Exhibit #4.9 (p.50)

Change to program: Aircraft Structures Technician certificate

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Honours framework *R. McLeod* Exhibit #5.1 (p.52)

5.2. UEC Terms of Reference and membership composition Exhibit #5.2 (p.56)

5.3. Special admissions *E. Harris* Exhibit #5.3 (p.60)

5.4. Transfer credit *E. Harris* Exhibit #5.4 (p.61)

5.5. Course outline subcommittee

5.6. Course hours of instruction *D. Thomson*

6. INFORMATION

6.1. Political Science

Discontinued courses: POSC 270, 410

6.2. Upgrading and University Preparation

Discontinued courses: TUTR 110, 120, 130, 140, 145

6.3. Notice of future agenda items

6.3.1. Credit values

7. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

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

DRAFT MINUTES

Present: A. Arndt, S. Brigden, W. Burton, C. Forster, S. Hardman, E. Harris, R. McLeod, S. Pattridge, E. Spalding, S. Stegmueller, O. Steyn, D. Thomson, S. MacMath

Absent: D. Alary, M. Bos-Chan, A. Bradley, J. Carroll, D. Freschi, K. Isaac, R. Khalideen, S. Potter, B. Whittaker

Guests: H. Compeau, S. Fisher, L. Kirkland-Harvey, G. Schlitt, L. Stagg

Recorder: A. Grimson

1. APPROVAL OF THE AGENDA

MOTION:

D. Thomson/E. Spalding

To approve the agenda as presented.

CARRIED

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: October 28, 2011

S. Pattridge noted that W. Burton is not able to sit on the course outline review subcommittee as suggested at the last meeting; D. Thomson volunteered to participate instead. S. Pattridge also noted that a rotation schedule for the Pre-UEC has been established, so that two UEC members review each item submitted for consultation.

MOTION:

S. Brigden/S. MacMath

To approve the draft minutes as presented.

CARRIED

3. COURSE OUTLINES

O. Steyn noted that PHYS 093 will need to be reviewed in the very near future, but this should not impede approval of the change to the prerequisites that is being presented.

MOTION:

R. McLeod/E. Spalding

To approve the following course outlines as presented.

CARRIED

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

New course: ARTS 100, Home and the World: An Interdisciplinary Intro. to University Studies

There was some concern over the number of contact hours as related to credits, as the proposed course is nine credits for 135 hours. The structure of hours was also questioned (specifically student-directed learning and field experience), and after some discussion S. Fisher agreed to change the structure to only include lecture, seminar, and tutorial hours. The prerequisites will also be changed to include the prerequisites for ENGL 105, as the submitted prerequisite of admission to the Bachelor of Arts degree does not guarantee any English ability. It was also noted that the proposed course is only a pilot, with a listed review date of February 2013.

MOTION:

S. Brigden/E. Spalding

To approve the new ARTS 100 course outline as amended:

- Prerequisites to include “prerequisites for ENGL 105”
- The 135 hours will only include lecture, seminar, and tutorial hours

CARRIED

Opposed: 1

Abstentions: 4

Change to program: Bachelor of Arts degree

It was noted that, although Arts intends to add ARTS 100 to the Associate of Arts degree, this cannot be done until the course has been articulated for transfer to other institutions.

MOTION:

S. Brigden/S. MacMath

To approve the changes to the Bachelor of Arts as presented.

CARRIED

Change to program: Liberal Arts diploma

MOTION:

S. Brigden/S. MacMath

To approve the changes to the Bachelor of Arts as presented.

CARRIED

4.2. Computer Information Systems/Mathematics and Statistics

New program: Data Analysis Post-degree certificate

Although the proposal refers to this program as a “Post-degree Certificate in Data Analysis”, it was suggested that the official credential be called “Data Analysis Post-degree certificate” to remain consistent with other UFV programs. Several UEC members were concerned about the inclusion of “post-degree” in the certificate title, as the program is very similar to other (undergraduate) type B certificates offered at UFV. G. Schlitt and O. Steyn indicated that the program has been designed this way so that it is more appealing to an international market. Funding for the program will depend on its attractiveness to international students, and the official title will be an important aspect of this. Although students can take the courses for the certificate in the course of their undergraduate studies, they will not be admitted to (or graduate from) the program until they have a degree.

E. Harris noted that the entrance requirement of “a university degree” should be more specific, and questioned what would be acceptable (i.e. should an Associate degree satisfy the requirements?). G. Schlitt agreed that this could be changed to “a Bachelor’s degree from a recognized institution”.

The graduation requirements were also discussed, as the proposal includes an oral presentation as a requirement. As this is not included in a course, it will be difficult to evaluate, and to verify for graduation. It was suggested that a one-credit capstone course could be created for this purpose. G. Schlitt agreed that the requirement could be removed in the meantime, and may be added to the program at a later time.

MOTION:

E. Spalding/S. MacMath

To approve the new Data Analysis Post-degree certificate (type B certificate) as amended:

- **Entrance requirements:** “university degree” changed to “Bachelor’s degree from a recognized institution”
- **Repeated courses:** specify that only three repeated courses will be permitted “without dean’s approval”
- **Graduation requirements:** presentation requirement removed

CARRIED
RECOMMENDED TO SENATE

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, 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

E. Harris noted that the prerequisites for CIS 230, 385, and 430 may be overly complex, and suggested replacing the option of 60 credits and course entrance requirements for the certificate with a list of the specific courses. Acceptance into the program could then be removed from the prerequisite options, as those students would already fulfill the prerequisites.

MOTION:

E. Spalding/S. MacMath

To approve the course outlines related to the Data Analysis Post-degree certificate as amended:

- **CIS 230** prerequisites changed to:
One of the following: CIS 180; COMP 155; or 60 university-level credits including one of (MATH 104 with a B+, MATH 106 with a B, MATH 270, or MATH 271) and one of (COMP 150, COMP 152, or COMP 155).
Note: COMP 155 is recommended.
- **CIS 385** prerequisites changed to:
One of the following: CIS 270; CIS 291; or CIS 230 plus 60 university-level credits including one of (MATH 104 with a B+, MATH 106 with a B, MATH 270, or MATH 271) and one of (COMP 150, COMP 152, or COMP 155). Students accepted to a CIS or Computing Science minor may register with permission of the department.
- **CIS 430** prerequisites changed to:
CIS 230 and COMP 251; or 60 university-level credits including one of (MATH 104 with a B+, MATH 106 with a B, MATH 270, or MATH 271), one of (COMP 150, COMP 152, or COMP 155), and CIS 230. Students accepted to a CIS or Computing Science minor may register with permission of the department.
Note: COMP 251 and COMP 340 are recommended.

CARRIED

4.3. Trades

Change to program: Welding Level C

MOTION:

S. Bridgen/S. MacMath

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

CARRIED

RECOMMENDED TO SENATE

4.4. Early Childhood Education/Child and Youth Care

Change to programs: Early Childhood Education certificate and ECE Special Needs diploma

L. Stagg noted that changes are only being made to the ECE Special Needs diploma program, not to the regular ECE diploma program. The changes as presented appear to make the certificate into a two-year program and the diploma into a three-year program, but L. Stagg noted that the electives listed in the proposal are not included in the individual certificate and diploma programs, just in the full degree program. They are presented in a way that allows students to ladder from one credential to the next, but the actual requirements will be as follows:

ECE certificate

- Year 1 (Fall): ECE 100, 101, 103; ENGL 105
- Year 1 (Winter): ECE 102, 120, 132; HSER 120
- Year 2 (Fall): ECE 222, 231, 225
- Year 2 (Winter): ECE 230, 233, 235

ECE diploma (Special Needs specialty)

- ECE certificate
- Year 3 (Fall): ECE 301, 302, 303
- Year 3 (Winter): ECE 311, 312, 313

There was concern that CMNS 155 is being removed as an alternative to ENGL 105, but L. Stagg indicated that students who are not interested in the degree should be able to use CMNS 155 to satisfy the certificate requirements. It was suggested that both could be available as options for the certificate, with a note that students will require ENGL 105 for the degree.

MOTION:

S. Brigden/S. MacMath

To approve the changes to the Early Childhood Education certificate and ECE Special Needs diploma programs as amended:

- Certificate requirements will include “ENGL 105 **or** CMNS 155”, although ENGL 105 will remain a requirement for the BECE

CARRIED

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Continuance policy

MOTION:

S. Brigden/E. Spalding

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

5.2. Course and program approval policy

MOTION:

To accept the changes to the course and program approval policy as amended:

- Appendix C to be removed
- Consultation time period for courses to be 1-4 weeks
- Consultation time period for programs to be minimum of four weeks

CARRIED

5.3. Honours framework

This item was deferred to a future meeting.

5.4. UEC membership composition

This item was deferred to a future meeting.

5.5. Special admissions

This item was deferred to a future meeting.

5.6. Transfer credit

This item was deferred to a future meeting.

6. INFORMATION

6.1. Notice of future agenda items

6.1.1. Credit values

7. ADJOURNMENT

The meeting was adjourned at 12:20 pm.

MEMORANDUM

TO: UEC

FROM: Sharon Gillies

DATE: October 11, 2011

SUBJECT: Change to Biology Honours Statement

The Biology Department requests approval of the attached revisions to the Biology Honours statement.

Implementation

September 2012

Rational

This change has been made to encourage students to apply for entrance into the honours program earlier in their degree. This allows students to better plan and meet all course requirements for the program. It clarifies the courses required for an application into the program but does not change the program requirements.

Biology Honours

This program will allow students to further their Biology degree through additional course requirements with greater course expectations and a higher degree of research in the form of a project. The in-depth research project will prepare students for admission to graduate schools and/or professional work.

Students may apply for entry into the program after completing their 1st and 2nd year biology major program requirements at any time after completing the minimum requirements but before they are awarded a BSc degree in Biology. However, interested students are encouraged to seek out information and advice on the Honours program from Biology faculty or a science advisor as early as possible in their coursework, and to apply to the Honours program at the earliest possible entry date.

Entrance requirements

75-60 credits of coursework, including all lower-level biology major program requirements and mathematics requirements and CHEM213, with a minimum 3.33 cumulative GPA.

MEMORANDUM

To: AFCC/UEC
From: Deanna Devitt
Date: November 4th, 2011
Re: Revisions to the Fashion Design Diploma Entrance Requirements

The Fashion Design Department proposes changes to the diploma program entrance requirements and additions to calendar copy in the section of how to apply.

Rationale: This revision of the entrance requirements uses language and formatting similar to other UFV diploma programs, and helps students more clearly access what is required. Omitting the number of pieces required in the portfolio allows the department flexibility to adapt to industry requirements and updates or changes to portfolio requirements can be made quickly and easily in department. Annual requirements will be sent hard-copy by A & R to applicants, and will also be posted on the Fashion design website.

Fashion Design diploma

Entrance requirements

1. B.C. secondary school graduation or equivalent or 19 years or older before the first day of classes.
2. -
2. Program Orientation - attendance is a required element of the portfolio review process.
3. Portfolio Submission - guidelines for portfolio requirements will be sent to all applicants. These guidelines are also available on the Fashion Design website www.ufv.ca/fashion or from the department assistant.
4. Personal Interview - applicants must attend a personal interview session at which time the portfolio will be reviewed. An interview date and time will be assigned at the orientation session.
5. Applicants must satisfy the English Language Policy. For details on how to meet this requirement, see [English Language Policy 340.29](#)

| **Note: For out-of-province or applicants who reside over 400 km from the University, special arrangements for an orientation, a long distance portfolio submission, and interview are available. For further details contact the department assistant.**

Note: Calculators are allowed.

Note: Basic computer skills are required.

~~Applicants will be evaluated on the following point system:~~

Art Portfolio	30
Technical: Garments/Drafts	30
Formal training	6
Communication skills	8
Math skills	10
Subject knowledge	4
Life Skills	12
• Leadership	
• Travel	
• Work experience	
Total	100

~~A minimum score of 70% qualifies you for acceptance into the program.~~

~~Students who do not meet these requirements might consider the Arts Studies [program path](#).~~

~~Students who do not meet these requirements might consider the Arts Studies program path.~~

Portfolio Requirements:

~~Submission of the portfolio must include the following original works:~~

Section I: Fine Arts and Applied Arts

- Art/Fine Art: sketchbook, painting, sketches, drawings, in a variety of mediums.
- Applied Art: photography, pottery, sculpture, embroidery, weaving, fabric arts, knitting, bead work, etc.

Section II: Computer and Math Skills

- Computer skills: Spreadsheets, documents, PowerPoint, word documents, auto-cad patterns and exercises, computer generated artwork, etc.

~~Note: Basic computer skills are required.~~

- Math Skills – a short math exercise involving addition, subtraction, multiplication and division of fractions and decimals will be administered during the interview session.

Section III: Garments

Garments made by the applicant can be from commercial patterns, draping or applicant's drafts. Garments will be assessed according to handling of fabrics, complexity of application, construction and finishing details. A variety of garments demonstrating a range of techniques is required.

Written Statement:

In a well developed 500 word essay, describe your understanding of the fashion industry and explain why you have chosen fashion as a career.

Resume and Letter of Reference:

In a professional format provide a current resume outlining your education, work experience, special awards, volunteer and leadership experience.

Letters of reference from teachers, employers, club leaders and/or coaches are required.

Note: For out --of--province or applicants who reside over 400 km from the University, a long distance portfolio submission is available. For further details contact the department assistant.

MEMORANDUM

To: AFCC/UEC

From: Deanna Devitt

Date: November 4th, 2011

Re: Calendar revisions regarding "How to apply" to the Fashion Design Diploma

The Fashion Design Department proposes changes to the wording in the section on "How to apply" to the diploma program

Rationale: These revisions now incorporate language and formatting similar to other UFV diploma programs.

How to apply

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records (A&R) office. Application forms are available from any A&R or Student Services office. You can also print an application form from our website at www.ufv.ca/ar, or you can apply directly through the internet at www.pas.bc.ca.

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent if not 19 years of age or older
- Students who have attended a post-secondary institution must submit an official transcript (sealed envelope) for each institution attended, whether or not they have completed courses there. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer credit section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.

2. You will be informed of an orientation session which you must attend as the personal interview appointments are set up at this time. If it is absolutely impossible for you to attend the orientation, please contact the department assistant to book an appointment. During your interview, which is approximately 30 minutes long, you are asked to present your portfolio and a minimum of four different garments that you have sewn.

~~Letters of reference from teachers, employers and club leaders would assist in assessing points and should accompany the portfolio.~~

2. When your application has been processed by Admissions and Records, you will receive information on program orientation, portfolio submission dates, and a copy of portfolio guidelines. The portfolio is not due at the time of application but will be submitted at the time of your personal interview. Applicants must attend an orientation session as the personal interview appointments are set up at this time.

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

If this program is full, or you are waiting to find out about your admission to the program, you will be given an opportunity to register as an Arts Studies student. It is not necessary to submit a separate application form. If you meet the entrance requirements and a space becomes available later, you will be contacted.

4. For students under 19 years of age, **fall** admission is conditional upon B.C. secondary school graduation. Proof of completion of entrance requirements is due ~~the end of the first week in August~~. **the beginning of August.**

The History Department proposes the following update to History program calendar copy.

New courses HIST 316 and 419, and special topics courses HIST 499L and 399F should be added to the list of courses in their appropriate breadth category under the upper-level requirements for the history major.

History

www.ufv.ca/history

UFV offers a major, an extended minor, and a minor in history as part of its Bachelor of Arts program. Students must complete a minimum of 30 university-level credits with at least a 2.00 CGPA on all credits attempted prior to their formal declaration. Formal declaration is completed by appointment with an Arts advisor.

For complete details on courses see the course descriptions section.

History major

This section specifies the History major (discipline) requirements only. Please refer to the Bachelor of Arts degree section for information on program and general requirements of the degree.

Lower-level requirements: 18 credits

- Three 100- or 200 level credits in each of the following four breadth areas:
 - **Canada:** one of HIST 101, 102, 103, 105, 220, 226
 - **US/Latin America:** one of HIST 241, 242, 243, 261, 262
 - **Europe:** one of HIST 108, 109, 110, 208, 209, 210, 213
 - **Asia/Middle East:** one of HIST 115, 235, 236, 264, 265
- An additional six 100- or 200 level history credits.

Note: Students may count three credits from THEA 201 or THEA 202 towards their history major or extended minor requirements.

Upper-level requirements: 32 credits

- Four 300- or 400 level credits in each of the following four breadth areas:
 - **Canada:** one of HIST 301, 321, 322, 323 (or EDUC 323), 324, 325, 327, 328, 329, 330, 331, 396I, 424, 425, 426, 428, 430, 431, 436, 440, 484, 499C, 499H, 499I, 499J
 - **US/Latin America:** one of HIST 340, 357, 358, 359, 370, 374, 375, 396C, 396E, 399F, 454, 456, 457, 458, 460
 - **Europe:** one of HIST 308, 309, 310, 311, 313, 314, 315, 316, 317, 318, 319, 320, 390, 391, 392, 393, 397E, 397F, 408, 410, 412, 414, 415, 416, 418, 419, 420, 485, 499K, 499L
 - **Asia/Middle East:** one of HIST 335, 364, 381, 382, 385, 398, 464, 465, 486, 487
- An additional sixteen 300- or 400-level history credits from any of the breadth categories or HIST 300, 399E, 401, 489, or 490.

Note: Of the 32 upper-level credits, a minimum of 12 credits must be at the 300-level and a minimum of 12 credits must be at the 400-level.

MEMO



To: UEC c/o Amanda Grimson
From: Trudy Archie, Upgrading and University Preparation (UUP) Department Head
CC: Sue Bridgen, Dean, Faculty of Access and Open Studies
Laura Larson, Assistant to the Dean
Date: Dec. 8, 2011
Re: Cancellation of the Tutor Certificate

I would like to respectfully inform the Undergraduate Education Committee (UEC) that due to decreased demand, the UUP Department will no longer be providing tutor training and therefore no longer offering the tutor certificate program.

I request the program be discontinued.

Certificate of Extended Studies in Visual Arts

Rationale:

The Certificate of Extended Studies in Visual Arts is being revised in an effort to raise the profile of this program and make it more accessible to potential students. Specifically, calendar copy is being altered to clarify the admissions process, and program policies are being added to increase and clarify the level of academic support for the program. The re-model was based on existing calendar copy for the Certificate of Extended Studies in SCMS. No substantial changes are being made to the actual content of the program.

Current Calendar Copy:

Certificate in Extended Studies

The extended studies certificate is designed for students who have baccalaureate degrees, who wish to complete the equivalent of a minor, or extended minor in Visual Arts. Entrance requirements are completion of a BA or BFA and 12 or 18 credits in lower-level visual arts or art history, with a cumulative grade point average of 2.33. For further details please see the minor or extended minor requirements on this page or contact the department.

Students proceeding to universities or art schools are strongly advised to consult the calendar of the university to which they intend to transfer credit.

New Draft Calendar Copy:

Visual Arts: Certificate in Extended Studies

The following extended studies certificates will allow graduates with a bachelor's degree from a recognized university to obtain an extended minor or minor offered by the Visual Arts department. This opportunity to extend the degree is especially useful in cases where an additional credential will enhance a graduate's employability for a particular career outcome. For further details, please see the extended minor or minor requirements in this section or contact the department.

Entrance requirements

1. Completion of a bachelor's degree from a recognized university
2. For a minor, 12 credits in lower level VA or AH, with a CGPA of 2.33;
For an extended minor, 18 credits in lower level VA or AH, with a CGPA of 2.33
3. A letter of intent stating the option for which you are seeking admission (extended minor, or minor), your professional and personal reasons for applying to the program, whether attendance will be on a full-time or part-time basis, and, if known, the specific courses you anticipate taking. If necessary, the department will call applicants for an interview to assess their particular needs.

Additional documents required for a complete application:

- Official transcripts showing completion of the admission requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date on which your application is mailed or submitted.

Admission will be based on the ability of the Visual Arts department to meet student needs. The number of applicants accepted to the program may be restricted. Applications to the extended studies in Arts will be accepted on a twice-yearly basis starting on May 1 for the following January, and on October 1 for the following September.

Program requirements

1. Students must achieve a minimum cumulative GPA of 2.0 in all courses/credits attempted, a minimum GPA of 2.0 in courses/credits offered by the VA department, and a minimum GPA of 2.0 in all upper-level courses/credits.
2. Students must complete the lower-level and upper-level requirements for the credential of their choice, as outlined in the calendar. They are not required to complete the additional requirements for a Bachelor's degree.
3. Credits for some of these courses may be obtained through transfer from previous post-secondary institutions or prior learning assessment. However, at least 50% of the total number of credits and 50% of the upper-level credits required for the minor or extended minor must be taken at UFV.
4. The certificate will require at least an additional five credits of course work after application.
5. The following sections of the UFV calendar that apply to the Bachelor of Fine Arts degree will also apply to these certificates: standing required for continuance, probation/academic warning, requirement to withdraw, course repetition, and re-admission.

A program plan will be created for each student, outlining the required courses to complete the program approved at the time of admission. Once admitted to the program, the student will be advised and approved for graduation by the BFA advisor. It is the student's responsibility to ensure that all program requirements are met. This should be done by regular consultation with the UFV Bachelor of Fine Arts advisor.

How to apply

Submit the application fee, along with your UFV application form, to the Admissions and Records (A&R) or Student Services office on any UFV campus. You can also print an application form or apply online at www.ufv.ca/ar/admissions/apply.

Registration order

Students admitted to an extended studies in Arts certificate will be given a registration time along with degree students, according to UFV's registration order policy.

Reserved seats

Students admitted to an extended studies in Arts certificate have the same seat priority as students enrolled in equivalent degree programs (seats are not reserved for minors).

Graduation requirement

The certificate will be recognized at convocation and recorded on the student's transcript with the appropriate option. Graduation requests must be approved by Senate. Students must submit a request for graduation form to the Admissions and Records office on or before April 1, with program requirements met by April 30.

MEMORANDUM

TO: Undergraduate Education Committee
FROM: Nancy Goad
RE: LPN Access to BSN program
DATE: December 6, 2011

The BSN program currently has an option for LPN applicants to access into the BSN program in the third semester. They are required to take English 105 and Anatomy and Physiology (HSC 111 and 113) as prerequisites and must have a full scope practicing license as an LPN.

Before we implemented this option, a request was sent to the Academic Standards committee to request recognition of the full scope practicing LPN license as equivalent to the nursing and pharmacology courses in the first two semesters of the BSN program (NURS 101, 102, 103, 104, 105, 106, 120 and HSC 116). This recognition was sought after a review of the provincial PN curriculum was done to determine the appropriate placement for LPNs in the BSN program. The first two semesters of the BSN program provided sufficient overlap of content to give credit for the BSN courses in those semesters as well as the pharmacology. Where it was felt that any additional content was needed, this was included in the NURS 211 transitions course for LPNs (taken on entry to BSN program).

The agreement is noted in February 24, 2006 ASC minutes. The Academic Standards committee agreement has now expired (as of winter 2011), as has the Academic Standards committee. In order to allow LPNs to access into the third semester of the BSN program a new agreement is needed.

The BSN program is asking for approval for recognition of the Licensed Practical Nurse (LPN) full scope registration with the College of Licensed Practical Nurses of BC as equivalent credit to NURS 101 (4 credits), NURS 102 (3 credits), NURS 103 (3 credits), NURS 104 (4 credits), NURS 105 (2 credits), NURS 106 (5 credits), NURS 120 (3 credits), HSC 116 (3 credits).

Thank you for your attention to this.

Nancy Goad

UNIVERSITY OF THE FRASER VALLEY

Proposal for a Bachelor of Arts with a major in economics

Version: August 15, 2011

DRAFT

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DRAFT

Proposal for a Bachelor of Arts with a major in economics

1. Academic Merit

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

1.1.1. Degree level standard

The curriculum is similar to those at other Canadian and US universities both in terms of specific mandatory courses and in terms of total number of economics courses (and credits) required.

In the first two years students are required to take:

- Principles of Microeconomics (ECON 100) and Principles of Macroeconomics (ECON 101);
- 4 economics courses in total;
- One course in each area for calculus (Calculus for Business, MATH 141), statistics (Statistics I MATH 106), accounting (Accounting I, BUS 143), and finance (BUS 149, Essentials of Finance).

In the third and fourth years, students are required to take:

- courses covering material in intermediate microeconomics (ECON 307, Managerial Microeconomics), intermediate macroeconomics (ECON 410, Macroeconomics and Financial Markets), and an introductory course in econometrics (BUS 301, Economic and Business Statistics);
- a finance course (BUS 349, Financial Management I);
- 10 economics courses in total.

A more detailed discussion of the course requirements is contained in section 1.1.3.

There are six courses that are cross-listed between the Business and Economics Departments (BUS/ECON 301, 349, 433, 434, 435, and 449)¹ and one course cross-listed between Math and Economics (MATH/ ECON 308). These courses are all taught by faculty with specialized training in the relevant area.

There has been a long working relationship between the Business and Economics Departments at UFV. The two departments work closely together and faculty in the Economics Department are very familiar with the content of the business courses that count as economics courses. This familiarity comes through several channels: there is a cross-appointed faculty member that teaches in both departments, the departments attend each other's departmental meetings, and the members of the departments sit on each other's curriculum committees and hiring committees.

¹ It is common for finance material to be taught in economics departments. For example, at Princeton, which does not have a business department, courses in the economics department include Portfolio Theory and Asset Management, Corporate Restructuring, Cases in Financial Risk Management, and Option, Futures and Financial Derivatives.

A typical bachelor's degree in economics includes courses in intermediate microeconomics and in intermediate macroeconomics. ECON 307, Managerial Microeconomics, covers the material typically covered in an intermediate microeconomics course. The textbook used in ECON 307, Michael Baye's *Managerial Economics and Business Strategy*, is used at other universities such as University of California at San Diego for courses in intermediate microeconomics¹. ECON 410, Macroeconomics and Financial Markets, covers the material and topics typically found in an intermediate macroeconomics course. Evidence of this is seen in chapter titles of Robert Barro's seminal textbook, *Macroeconomics*: they include "The Demand for Money and the Price Level"; "Inflation, Money Growth, and Interest Rates"; "Money and Business Cycles" (2 chapters); "World Markets in Goods and Credit"; and "Exchange Rates. " All of these chapters contain material included in the learning outcomes of ECON 410.

The proposed economics major focuses on computer skills and the application of economic theory to real world problems. Nonetheless, the core curriculum for the proposed major in economics at UFV is similar to majors at other universities in BC:

- The lower level requirement of 4 economics courses is the same as the requirement for economics majors at both UBC and SFU.
- The upper level requirement of 10 economics courses is the same as the requirement for economics majors at both UBC and SFU.
- The econometrics course at SFU, BUEC 333, is similar to the econometrics course, BUS/ECON 301, in the UFV proposal.
- The required upper-level theory courses at UFV – one in micro theory, one in macro theory, and one in econometrics – mirror the requirements at UNBC.

1.1.2. Credential Recognition and Nomenclature

All, or almost all, universities in North America similar to UFV offer an undergraduate degree in economics, typically as a major in a BA degree. UFV already successfully offers a minor in economics: BA and Bachelor of Business Administration students who have completed this minor have gone on to obtain employment in their area of study.

1.1.3. Curriculum/Program Content

All of the courses in this proposed degree program already exist and are currently offered.

In addition to meeting the Bachelor of Arts requirements (see the UFV calendar); students must complete the following courses to complete a BA with a major in economics.

Lower level requirements:

All of the following:

ECON 100, Principles of Microeconomics

ECON 101, Principles of Macroeconomics

MATH 141, Calculus for Business; or, MATH 111, Calculus

MATH 106, Statistics I
BUS 143, Accounting I
BUS 149 Essentials of Finance

Any two of the following courses:

ECON 203 Comparative Economic Systems
ECON 207 Introduction to Strategic Thinking
ECON 215 Canadian Economic Issues

The lower-level requirements ensure that students obtain appropriate technical skills, acquire an understanding of economic theory and institutional knowledge, and develop the ability to apply this theory and skills to real-world problems. In their (lower-level) economics elective courses, students will be exposed to two particular areas of economics in greater detail.

Upper-level requirements:

Students must complete the following 4 courses:

ECON 307 Managerial Microeconomics
ECON 410 Macroeconomics and Financial Markets
BUS/ECON 301 Economic and Business Statistics
BUS/ECON 349 Financial Management I

Additionally, students must complete 6 of the following courses:

ECON 341 International Trade
ECON 352 Technological Progress and Economic Growth
ECON 360 Labour Economics
ECON 361 Environmental Economics
ECON 365 Transportation Economics
ECON 388 Law and Economics
ECON 397 Regulatory Economics
ECON 398 Development Economics
BUS/ECON 433 Investments
BUS/ECON 434 Risk Management and Financial Engineering
BUS/ECON 435 International Finance
BUS/ECON 449 Financial Management II
MATH/ECON 308 Linear Programming

The upper-level requirements enhance the students' technical skills, further develop economic theory, and provide institutional knowledge that is expected of economics graduates. The required courses, and, to a further extent, the elective economics courses develop more specialized skills applicable to a particular area of economics and require students to apply their expertise to real-world problems and policy issues. Some courses offered by other UFV

departments including Geography, Political Science, Sociology, and History also address economic issues. By carefully selecting their general electives, students have the opportunity to study topics not covered in UFV's economics courses.

One possible program sequencing for a BA with a major in economics is given in the table below (the table includes reference to the general BA requirements).

Semester 1	2	3	4	5	6	7	8
ECON 100	ECON 101	2nd year ECON	2nd year ECON	ECON 307	BUS/ECON 301	ECON 410	Upper-Level ECON
MATH 106	MATH 141	BUS 143	Lab Science Requirement	Upper-Level ECON	BUS/ECON 349	Upper-Level ECON	Upper-Level ECON
Writing Requirement	Humanities I	Reasoning Requirement	Humanities II	Upper-Level ECON	Upper-Level ECON	Elective	Elective
Elective	Elective	Elective	BUS 149	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective

1.1.4. Learning Methodologies/Program Delivery

The distinguishing feature of the BA with a major in economics at UFV will be the systematic development of computer skills along with the consistent application of this expertise. The study of economics is ideally suited for learning these skills alongside theories and models pertaining to the social and behavioural sciences that develop critical thinking and problem solving. Specifically, these skills will be applied in every course in a manner that allows for a systematic development of expertise as students progress through the program. These skills include efficient data entry and checking, along with the processing, mining, use, and presentation of this data. Students will utilize these skills to answer real-life economic questions utilizing the abundance of economic data available. Student presentations and papers on real-life topics are essential to all economics courses. These activities teach students research methods, the application of knowledge to problems, and communication skills. Upper-level courses involve in-depth study in specific areas. This work will provide students with possible research topics if they choose to continue their studies in graduate school. It will also expose them to some of the difficulties and limitations of scientific analysis.

The University of the Fraser Valley is particularly well suited to implementing an economics program with these characteristics. The institution has a strong commitment and record pertaining to small class sizes. For upper-level courses, maximum enrolment is 28 students while at the lower level it is 36 students per section. Furthermore, for Principles of Microeconomics (ECON 100) and Principles of Macroeconomics (ECON 101), there are tutorials or study halls scheduled in addition to lectures. These classes, therefore, will be a mix of standard lecture, in which economic theory and models are presented, and smaller labs in which these skills are

applied. In these tutorials, students work in small groups and have the ability to interact more directly with faculty. Working in small groups and close student faculty interaction will be key characteristics in classes requiring problem solving involving actual economic data. The computer instructional labs at UFV will provide an ideal setting for these smaller groups.

1.1.5. Admission and Transfer/Residency

Admission and Transfer/Residency is governed by the Bachelor of Arts requirements.

1.1.6. Faculty

There are four regular faculty in the Economics Department: three hold PhD's (one of whom is also a CFA charter holder) and have published articles in refereed journals within the last two years. Institution-wide standards are geared to hiring research active faculty who hold PhD's, as the Economics Department has done with its last three hires. The resumes of regular faculty and for Michael Solyom, sessional instructor, are in Appendix B.

1.1.7. Program Resources

i) Library resources

The Economics and Business Departments have existed for over 20 years and have built significant holdings. Appendix D contains the library analysis, Economics Major Review by Library Collections and Services, that establishes that the UFV library has sufficient holdings to support an economics major.

ii) Computers and computer access

It is anticipated that students in the economics major will use the UFV's existing computing and media services facilities and software². Existing computer labs and support will be sufficient for implementation of the program.

iii) Classrooms, laboratories and equipment

No additional classrooms, laboratories and equipment are needed.

iv) Existing and shared resources at the institution or at other institutions

UFV has all the necessary student support resources in place. The department will work with the Admissions and Records and UFV International offices to ensure integrity of the program in management of admissions, registration of courses, and articulation with other universities and colleges.

v) Additional resources that will be required to offer this program

No additional resources are required to implement this program.

1.1.8. Program Consultation

This proposal has been written by the Curriculum Working Group, approved by the Dean of Arts, Jacqueline Nolte:

Vladimir Dvoracek (Chair), cross-appointment Business Administration and Economics ; Michael Maschek, Ding Lu, and Sean Parkinson, all Economics; Ian Affleck (Math), Keith Lownie (Business Administration), and Moira Kloster (Philosophy and Political Science).

This proposal has also greatly benefited from the comments and suggestions made by the reference group. Appendix A contains comments from the Reference Group along with the responses from the economics department and a list of the changes made to the proposal in response to the Reference Group comments. Appendix C contains letters of recommendation from the Reference Group.

The members of this group are Mohamed Samman VP, Credit – Envision Financial; Bruce Howell, CGA, President and Chief Executive Officer; Zena Seldon, Chairperson, Department of Economics, TRU; Peter Wylie, Program Head Unit 6, Department of Economics, UBCO; Brian Krauth, Undergraduate Chair and Associate Professor, SFU Economics Department; Kevin Richter, Chair, Economics Department, Douglas College; and David Green, Professor and Department Head, UBC Economics Department.

The Economics Department has worked with the Business Department on both the Aboriginal Business Education Initiative at UFV (Vladimir Dvoracek sits as the Business Department liaison on this committee) and the province-wide Ch'nook Scholar Program. The Economics Department is committed to working with the university to increase enrolment of Aboriginal students. The department also monitors students that self-identify as Aboriginal to increase retention and success for these students.

1.1.9. Program Review and Assessment

The Economics Department is scheduled for review in 2013. UFV's policy and schedule for program reviews is available at <http://www.ufv.ca/vpacademic/ProgramReviews.htm>.

1.2. Originality, particularly in relationship to academic programs offered by other universities in British Columbia.

Preparing students for the workplace and laying the foundation for their career development has become overwhelmingly important for the success of any undergraduate program in the current university education system. Based on feedback from our alumni, we conclude that the biggest challenge our graduates face in the workplace is how to apply their knowledge of economics to analyze business data and use computer software to solve real-world problems. The ability to meet the challenge has been the competitive advantage of our most successful recent-year graduates. We have therefore designed this economics major program to include the following outcomes:

- Students will be able to apply economic and financial knowledge to evaluate and analyze financial statements and business data;

- Students will be able to use computer software for economic and business analysis and problem solving;
- Students will be able to present their findings in a professional manner.

To deliver these outcomes, , in addition to taking standard economics courses, our students will be required to take BUS 143 (Accounting I) and BUS 349 (Financial Management I). In these courses students will learn how to read and evaluate financial statements. Students will also have the option to enhance their finance skills by taking additional upper-level finance courses.

In our courses, students will work on real economic problems, using real data sets. In doing so, they will learn skills such as collecting, downloading and processing data; checking data quality and consistency; using statistical software to analyze data; and presenting data research results with graphs and tables.

We will develop students' computer skills for use in economics and other applications in the following ways:

- Each course includes work that must be completed on a computer;
- Skill development advances systematically through the program;
- Choice of software used across economics courses is made according to the popularity of the software in the workplace. Therefore, we focus on developing students' ability to use Microsoft Excel, a spreadsheet software which is extremely powerful for a wide variety of data processing tasks; Microsoft Office Access, a relational database management system; and Visual Basic for Applications, a powerful programming tool to automate common tasks and perform more complex calculations.
- Students are required to use Word and Powerpoint to write reports and prepare presentations in all economic courses.

The following are some specific examples of how computer skills will be advanced in courses through the program:

- ECON 100 Principles of Microeconomics: Students will use Excel to plot and analyze budget constraints, and supply and demand curves.
- ECON 101 Principles of Macroeconomics: Students will download data from the internet and use Excel to perform calculations such as finding the correlations between per capita income, educational attainment, and life expectancy.
- ECON 410 Macroeconomics and Financial Markets: Students will collect online data to show statistical distributions of stock returns and identify data outliers. They will also use Excel spreadsheet to perform calculations such as bond yields, bond durations, reserve and capital adequacy requirements, and present values of cash streams.

1.2.1. Verify that there is no unnecessary duplication with existing programs at UFV and other institutions.

UFV is the closest university for the roughly 800,000 residents of Surrey, Langley, Abbotsford, Aldergrove, Mission, Maple Ridge, and Chilliwack. Economics is universally recognized as a separate discipline, so there is no duplication within UFV. Similar programs exist at SFU, UBC,

and University of Victoria, but none of these is within commuting distance for the community UFV serves.

1.3. Fit with faculty, school, and/or departmental priorities and stated goals in teaching and research.

The academic goals of UFV include the expansion of programs by adding degree options. Economics is a logical choice since all ten of the Canadian universities that UFV could be compared to offer an undergraduate degree with an economics major³. Further, and perhaps more importantly, a major in Economics is officially included in UFV's 2009/2011 Education Plan under section *10, Program and curriculum changes and link to institutional priorities*, and in the Institutional Accountability Report and Plan 2010-11 to 2012-13 under the section *Faculty of Arts Department Initiatives*.

1.4. Alignment with existing academic strengths.

The Economics Department has long term relationships with the Business and Math departments and the program makes use of courses already offered in the Economics, Math and Business Departments. Although the department has relatively few faculty members, it is not small in terms of publications, professional and academic presentations, or the acquisition of research resources. Economics courses are popular with students and it is time for UFV to offer a major in the area.

1.5. Potential to foster and facilitate interdisciplinary and inter-institutional connections.

Upper-level economics courses are a part of the curriculum for several other programs. Having an economics major will strengthen the upper-level economics course offerings in terms of diversity of offerings and in terms of student quality. Programs that require upper-level economics courses include the Bachelor of Arts in Global Development Studies and the Bachelor of Business Administration. Ding Lu has worked with the Centre for Indo-Canadian Studies and students who are economics majors would make strong candidates for involvement in research projects relevant to the centre.

Students will be able to go to SFU or UBC for a year (so long as those universities admit them) and transfer their courses back to UFV. This visit to a research university may be of particular interest to students wishing to go on to graduate school. Students from Douglas College, BCIT, and Kwantlen Polytechnic University may choose to transfer to UFV to enroll in an economics major at a standard university. Trinity Western in Langley, a private university 25 km from UFV, does not currently offer an economics major.

1.6. Potential to stimulate the development of centres of excellence in teaching and research.

The Economics Department has a strong record of research as evident in the attached faculty resumes. Students with an economics major will be able to take advantage of the Gladys &

Harvey Kipp Research Lab, which provides a gathering place for those in the UFV community actively involved in social research. Economics faculty will now have the opportunity to introduce upper-level students in economics to research; some of this research will likely be in conjunction with the Centre for Indo-Canadian Studies.

2. Importance to the University

2.1. Relationship to the university's strategic directions and stated mission in teaching and research.

2.1.1. Fit with institution mandate and education plan.

A major in economics is officially included in UFV's 2009/2011 Education Plan and in the Institutional Accountability Report and Plan 2010-11 to 201213. In fact, all ten of the Canadian universities that UFV is compared to in the Education Plan offer an undergraduate degree with an economics major.

2.2. Relevance to external communities' (regional, provincial, national and international) strategic needs and aspirations.

UFV's proposed strategic plan for 2009/2010 states that "The University of the Fraser Valley will be a leader of the social, cultural, and *economic* development in the Fraser Valley". The availability of a BA with a major in economics in UFV will benefit the economic development of the Fraser Valley. Studies indicate that, as a group, graduates with a BA with a major in economics do well in the workplace⁴. Locally, the financial firms Prospera Credit Union and Envision Financial have their head offices in the Fraser Valley (Abbotsford and Langley respectively). Since many economics graduates go on to careers in banking and finance, this close proximity provides opportunities for both employer and employees. Typical entry level positions at financial firms include account managers and assistants to investment advisors.

In Canada, virtually all large corporations and many medium-sized firms employ economists to help make pricing decisions, to evaluate the impact of government regulations, and to forecast demand and supply conditions. Smaller firms more often contract for economic advice through research firms and trade organizations. Of course, we expect that the majority of graduates with a BA with a major in economics from UFV will not go on to be economists, particularly not immediately following their undergraduate studies. Rather, economics graduates end up in a variety of careers including sales, marketing, management, finance, and operations. An economics degree sends a strong signal to employers that the graduate can reason critically, has solid quantitative skills, can adapt to changing circumstances, and can link local observations to macro contexts. Given this, it is not surprising that the senior executives in many large corporations have a background in economics, and small businesses started by entrepreneurs with an economics degree are often among the most successful.

2.3. Potential to attract new students and faculty to the university.

UFV is the closest university for roughly 800,000 residents that live in the communities of Surrey, Langley, Abbotsford, Aldergrove, Mission, Maple Ridge, and Chilliwack. If residents of one of these communities wish to pursue an economics degree, they are currently forced to move away from home. An economics major at UFV would allow these students to follow their academic aspirations without having to move. The economics major would also attract students from outside the Fraser Valley, including students from the rest of BC, other parts of Canada, and international students. International students make up 8% of the students at UFV and economics is one of the most popular majors for international students at other North American universities. In the fall of 2010 the department hosted a visiting scholar: Lijun Zhang, PhD in economics from University of Toronto and Assistant Professor at the Antai College of Economics & Management at Shanghai Jiao Tong University, taught several classes and took part in departmental activities. In particular, she worked with the Economics Department on making the economics degree and courses attractive to international students.

Three members of the Economics Department regularly collaborate with faculty from other universities, attend conferences, and visit other universities. Ding Lu is the president-elect for the Chinese Economists Society in North America (2011-2012). Sean Parkinson has co-authored work with Steeve Mongrain, Associate Professor at Simon Fraser University. Michael Maschek has co-authored papers with Jasmina Arifovic, Professor of Economics at Simon Fraser University. Vladimir Dvoracek has co-authored papers with Dan Bernhardt, IBE endowed Professor of Economics and Finance at the University of Illinois, Urbana-Champaign, and Ingrid M. Werner, Martin and Andrew Murrer Professor of Finance and Finance Department Chair at The Ohio State University. An economics major will increase the incentive for faculty at other universities to visit UFV. As well, the creation of a major will make UFV more attractive to potential new economics faculty.

2.4. Effects on current student patterns of enrolment within the university.

A Bachelor of Arts with a major in Economics will allow students living in the Fraser Valley to pursue a major in economics without having to leave the region. To gauge student interest, students enrolled in both lower and upper level economics courses during the Winter 2011 semester were asked by email to participate in a voluntary online survey regarding the possibility of an economics major being offered at UFV. It was made very clear that the survey was voluntary and completely anonymous. While all the surveys were conducted in economics classes, these students represent a relatively broad cross-section of the student population. Roughly one third are business students, one third are students trying to get into a business program, and one third are Arts or Science students taking an economics course as an elective.

Three key questions were at the heart of the survey. Students were asked to respond to each of the following statements on a scale of one to five (with five being the highest rating).

Question #1 How strongly do you feel UFV should offer an Economics Major?

Question #2 If UFV had offered an Economics Major, how interested would you have been in taking it?

Question #3 If UFV had offered an Economics Major, how likely would you recommend others (siblings, friends, etc.) to take it?

Summary statistics and the distribution of responses are contained in the table below. The response to this survey was very positive. Not only were students willing to take the time to complete this voluntary survey away from class, their responses were significantly positive towards the possibility of an Economics major at UFV.

Notably, of the 128 responses, fifty percent of them responded with the highest possible response when asked whether UFV should offer an Economics Major (Question #1). When one includes the top two highest responses possible, the ratio of students responding positively to the potential offering increases to seventy-three percent and ninety-two percent responded with a rank at or above three.

Similarly positive was the response regarding students' interest in taking an Economics major (Question #2). Fifty percent of respondents selected one of the two highest possible responses with respect to this question and seventy-two percent of students had a response at or above the response of three.

Question	Mean	Std.Deviation	Frequency (# of Responses)				
			1	2	3	4	5
1	4.14	1.032	2	8	24	30	64
2	3.34	1.393	20	15	29	30	34
3	3.73	1.161	10	7	27	48	36

Almost a quarter of the students chose the highest ranking; there are approximately 300 new students that take principles of economics each year so 25% of that would yield 75 students. Of course, just because a student indicates interest, even strong interest, there is no guarantee that the student will complete the program. That said, even if only 10% of the 300 students decided to pursue an economics major, the program would have sufficient numbers.

Students completing this survey were also given an opportunity to include their comments on the potential of a BA Economics major at UFV. These comments were significantly positive, and highlight the need for an Economics major. A sample of these comments is included below:

I would really love to see an economics major at UFV. I am considering transferring to SFU if I decide to do my major in economics, but would love to stay at UFV.

It would help attract students to come to UFV, I personally have to leave UFV for SFU since a degree in economics isn't offered here.

I was hoping UFV would offer an economics major when I first started at UFV. I contemplated transferring to another university in order to take economics but decided to take a philosophy

major through UFV instead. If UFV introduced an econ major I would likely switch to that as a major or try and do an econ phil double major. Either way having an Econ major is a great idea

I have really enjoyed taking economics at UFV, unfortunately I didn't realize how much I enjoyed econ until the latter years of my degree. Now I am graduating this year with my BBA and if econ had been an option for me before, I think I would have preferred to take it. Who knows, maybe I'll return to school later in life anyways! I hope UFV does offer an Econ degree, I think it would be well received.

I think this is a great idea! Many of the recognized universities offer a degree in Economics and it is quite successful. This would be an amazing degree option and if it is to be implemented immediately I would definitely change my major option now[and] switch into Economics.

Further estimates of student demand for an economics major come from examining enrolment patterns at other institutions. Assuming that students at UFV choose an economics major in roughly the same proportion as do students at other universities, we expect 20 to 40 students per year to choose an economics major at UFV:

1. The B.C. University Student Outcomes 2006 Survey of 2004 Baccalaureate Graduates reported 515 graduates in economics and 1365 graduates in business administration programs (economics graduates are roughly two-thirds that of business graduates). It is reasonable to think that the ratio at UFV would be similar to the ratio in the rest of BC. At UFV there are roughly 60 Bachelor of Business Administration degree graduates per year; if economics graduates were 38% of that, there would be 23 economics graduates per year.
2. In 2006, there were 14,360 bachelor degrees awarded in BC; assuming the economics graduates remained unchanged from 2004 at 515, approximately 3.6% of bachelor's degrees awarded in BC were economics degrees. UFV awards approximately 650 degrees each year; 3.6% of that would yield 24 economics graduates per year.
3. The numbers in the United States show a similar pattern to those in Canada.

Many of the students attracted to this major likely already come to UFV – it is the closest university for Fraser Valley students. Offering an economics major gives students interested in the subject an opportunity to pursue their interests in a more comprehensive manner than the current minor allows. All Canadian institutions of comparable (or larger) size offer an economics major; the absence of such a degree at UFV forces students to compromise on program choice.

2.5. Potential to interest students not previously attracted to the university or underrepresented in the university.

Vladimir Dvoracek, Economics Department Chair, sits as the liaison for the Aboriginal Business Education Initiative. The Economics Department has attended meetings of the Ch'nook Scholar Program and has held discussions with the Business Department on how UFV could attract more Aboriginal students to the business administration and economics programs.

2.6. Potential to interest faculty and staff not previously attracted to the university or underrepresented in the university.

The creation of a major will make UFV more attractive to potential new economics faculty. An economics major will allow the department to offer a wider variety of upper-level courses which will make UFV more attractive to faculty with a wider range of teaching and research interests.

2.7. Potential to offer research opportunities for students in the program.

Many of the upper-level economics courses will require students to write a paper, conduct a simulation, or give presentations. For example, in a recent section of ECON 410 Macroeconomics and Financial Markets, students conducted the following activities: they wrote papers and gave presentations on current monetary topics such as the Greek debt crisis, the bailout of AIG, and the recent developments of the Doha round of World Trade Organization negotiations; they developed spreadsheets in Excel to simulate bank capital and reserve requirements; and they conducted stop-loss option hedging strategies using the Stock-Trak proprietary online trading simulation. Further, the department has developed a new course, ECON 490 Directed Studies in Economics, which is running for the first time in the winter 2011 semester. This course is designed for students who wish to examine a particular issue in economics in greater detail and is thus an ideal format for undergraduate students to gain experience in research.

2.8. Potential to generate research opportunities for faculty.

Increased offerings of upper-level economics courses will allow economics faculty to teach in their area(s) of expertise and give them increased contact with students who are interested in economics research.

2.9. Prospective employment and/or post-graduate opportunities for students in the program.

2.9.1. Template: Student Demand

Please see Section 2.4 of this document.

2.9.2. Template: Labour Market Demand

According to Service Canada (<http://www.jobfutures.ca>), the employment outlook for undergraduate university students who study economics is “fair”. Occupations of graduates include Auditors, Accountants and Investment Professionals (23.0%), Finance and Insurance Clerks (14.0%), Administrative Support Clerks (8.0%), and Policy and Program Officers” (7.0%). Two years after graduation, their unemployment rate was 7.0%, one percentage lower than that of graduates of all programs. Of those employed, 97% are full-time, as compared to the 88% rate for all undergraduate programs. Demand for economics graduates with previous work experience has been particularly strong: 40% of them found a job within one month of graduation⁵. Starting salaries for economics graduates tend to be above average: for example,

one study shows that the starting salary for graduates in economics is 4th highest of 16 disciplines⁶.

Undergraduate economics majors (especially those with previous work experience) are eagerly recruited by governments, businesses, and non-profit organizations of all sizes and types. A major in economics indicates to employers that a graduate is trained in critical thinking, has solid quantitative skills, and understands financial institutions and the economic environment. Public agencies at the national, provincial and local levels hire economists to monitor the economy, assess the impact of environmental or health regulations, and contribute to policy formation. Economics is listed by the Government of Canada as one of the common disciplines that is hired for in the Post-Secondary Recruitment program. Non-profit groups such as hospitals, community foundations and charitable organizations employ economists to help them decide how best to use their scarce resources. We therefore expect that UFV graduates with an economics major will have many opportunities in both the regional and the national labour markets.

During their studies, UFV Economics major students have the opportunity to participate in Co-operative Education (Co-op) that allows students to combine academic studies with paid work experience in a career-related field. Work terms are 4, 8, or 12 months in duration. Co-op work term placements are not guaranteed, but are awarded on a competitive basis. The hiring decision rests with the employer. Examples of previous co-op opportunities include climate change research with the B.C. Public Service Agency, load forecasting with Hydro One in Ontario, and technical and procedural analysis with B.C. Hydro. Economics major students who participate in the co-op program will have relevant work experience when they graduate.

3. Implementation

3.1. Affordability in terms of the existing finances of the home academic unit (faculty, school, department).

3.1.1. Program Resources

The economics department plans to increase its offerings by three sections per year when the economics major commences. This has been approved by the dean.

3.2. Ability of current faculty and staff to implement the new program within existing resources and facilities.

The major could be launched with no additional resources though it would limit the variety of courses students would be able to take.

3.3. Estimates for both start-up and predicted on-going costs during the initial five years of implementation:

When the economics major is implemented, the number of sections of economics course will rise by 3 so students are able to choose from a variety of courses and still graduate within 4 years.

3.3.1. New faculty and/or staff and strategies for their recruitment and retention;

New faculty positions in economics are posted in the typical places for academic positions such as the *CAUT Bulletin*. Members of the Economics Department attend conferences of the Canadian Economic Association, Western Economic Association, and American Economic Association. At meetings such as these we can, through discussions with colleagues, generate interest in open positions at UFV among candidates who would otherwise not consider applying. Members of the department also have a network of co-authors and colleagues at other institutions that may know of promising candidates for future faculty openings.

The Economics Department takes the task of mentoring new faculty seriously. All major activities in the Economics Department – curriculum development, program changes, or course scheduling – are done collaboratively.. The focus in any deliberation is always on teaching and on the experience and training our students receive. The department encourages faculty to be involved in research; this is evident in that two faculty members have received UFV's Research Option the last three years in a row, and three faculty members have published articles in peer reviewed journals within the last two years.

3.3.2. new and/or redeveloped space/facilities;

None.

3.3.3. new and/or redeveloped infrastructure facilities, such as equipment and furnishings;

None.

3.3.4. additional library acquisitions and information resources;

None.

3.3.5. additional instructional technology and software;

None.

3.3.6. specialized training programs;

None.

3.3.7. advertising and recruitment.

The Economics Department will work with UFV's marketing and communications office to let UFV's community know about UFV's economics major. The department will inform the roughly 300 students who each year take at least one principles course in economics that UFV now offers an economics major. If 10% of these students decide to choose to major in economics, we will have more than sufficient numbers to run the program. The department will work with other areas in the university such as International Education, Aboriginal Access, Co-op, and Student Advising to raise awareness of the economics major.

3.4. Potential for new or off-setting revenue sources, such as full-cost tuition and fees; overhead costs or levies; government strategic funding envelopes; external funding agencies and organizations.

An economics major program may attract international students who pay full-cost tuition and fees.

3.5. Comparison of proposed program costs relative to similar programs delivered through comparable and/or alternative means. (For example only: on-site compared with online delivery, or on-site compared with cooperative education.)

None.

3.6. Identified strategies for student recruitment and projected student numbers in the first five years of implementation. These may include specialized access programs, and projected associated costs.

Projected student numbers in the first five years are for 10 to 20 students per year. Once the program has been up and running for five years, we expect 20 – 30 economics majors per year.

3.7. Identified strategies for the provision of financial assistance to students. This may include awards and/or bursaries or work-study types of programs.

There are none specific to the department, but financial assistance is available through UFV Financial Aid. There may be work-study opportunities for upper-level students to work with faculty engaged in research

3.8. Identified strategies for student retention and projected rates of retention, during the initial five years of implementation.

The following features of the program will encourage retention:

- The systematic development of software and computer skills;
- Tutorials in the Principles of Microeconomics and Macroeconomics courses where students receive close attention from faculty and work in small groups with their peers;
- A focus on current, real world problems that will make the study of economics more personal and compelling for students.

Faculty are familiar with university resources available to students such as Student Counseling, the Co-op program, Student Advising, and International Education. Faculty will direct students to the appropriate area if they feel that they themselves are not able to fully meet the student's needs.

¹ <http://oak.cats.ohiou.edu/~caob/Courses/paststuff/Econ170BSyllabusBLC.pdf>

² www.ufv.ca/Assets/ITS/LabswF09.pdf

³ UFV 2008 Education plan, p. 84

⁴ <http://www.vanderbilt.edu/AEA/students/Careers.htm>

⁵ The website contents were last updated on 2007-03-31.

⁶ Anjali Athavaley, "For Class of '08, A Scramble of Jobs," *Wall Street Journal*, April 8, 2008, D1, 3

DRAFT

Communications Minor: program outline change

The Communications Department continues to develop and offer upper-level courses. When the minor was proposed it was a requirement to complete either a directed studies course (CMNS 490) or a practicum (CMNS 412). Now that the Communications Department has developed and is timetabling a number of 400-level CMNS courses, we have determined that requiring every student to complete one of CMNS 490 or CMNS 412 is too limiting. Students might have an interest in a particular issue addressed by a 400-level course (eg CMNS 480: Crisis Communication or CMNS 430: Project Management in Action). Expanding the minor to include other 400-level courses as options in addition to CMNS 412 and CMNS 490 will make the minor more accessible for students without compromising the integrity of the academic requirements.

Current upper-level course calendar copy:

One of:

CMNS 412	Communications Practicum	4
CMNS 413	Professional Communications Practicum	4
CMNS 490	Special Topics in Communications	4

Three courses from below:

CMNS 300/JRNL 300	Introduction to the Practice of Journalism	3
CMNS 301/JRNL 301	Advanced Practice of Journalism	4
CMNS 312	Introduction to Public and Community Relations	3
CMNS 325	Writing for the Sciences and Technologies	3
CMNS 335	Advanced Oral Communication for Professionals	4
CMNS 345	Instructional Skills for the Workplace	4
CMNS 360	Advocacy Writing	4
CMNS 365	Grant and Proposal Writing	3
CMNS 375	Document Design, Desktop, and Web Publishing	3
CMNS 385	Language and Action: A Survey of Contemporary Rhetoric	3
CMNS 445	Facilitating Skills for the Workplace	4
CMNS 480	Crisis Communication	4

Revised upper-level course calendar copy:

Four upper-level Communications courses, one of which must be a 400-level course.

Introduction to Journalism Certificate: program outline change

The CMNS Department, as the "home" department for the Journalism Certificate, voted in September to cross-list MACS 369: Media Law and Ethics with Journalism and add it to the list of optional courses to satisfy requirements for the certificate. This change increases student choice and opens up the Certificate to a wider audience.

Current course calendar copy:

Plus one of:

CMNS 301/JRNL 301	Advanced Practice of Journalism
VA 365/FILM 365/JRNL 365	Documentary Video Storytelling
ENGL 373/JRNL 373	Literary Journalism

Revised course calendar copy:

Plus one of:

CMNS 301/JRNL 301	Advanced Practice of Journalism
VA 365/FILM 365/JRNL 365	Documentary Video Storytelling
ENGL 373/JRNL 373	Literary Journalism
MACS 369/JRNL 369	Media Law and Ethics

The Communications Department passed a motion at our May Retreat to loosen the Residency Requirement for the Professional Communications Essentials Certificate and allow one course that meets transfer credit criteria to count towards completion of the certificate. This was done to acknowledge the principle of course transferability between institutions, while maintaining a degree of control over the content and standards of courses taken in completion of the certificate. Please view the changes noted on the attached Word document for detailed information.

Department Approval: May 2010

Pre-UEC: December 2, 2011

AFCC: December 9, 2011

Professional Communication Essentials certificate

This three course (9 credit) certificate is designed for students in programs or in workplace environments that require good communication skills. The certificate focuses on the communication essentials of business writing and public speaking. The writing includes direct, indirect, and persuasive messages, document/webpage design, and emails, memos, letters, and reports. Public speaking includes running meetings, giving oral presentations, and working in teams.

This certificate is given as a completion credential. Any student successfully completing the three courses is eligible for the certificate. Some students might complete the certificate while enrolled in their current programs, while others may be admitted to UFV for the purpose of taking the certificate.

Entrance requirements

New students should apply to the Arts Studies [program path](#). Students will be required to meet the admissions requirements for Arts Studies, as well as meet CMNS course prerequisites.

Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.

Fees and additional costs

See the [Fees and Other Costs](#) section. Other than the \$25 graduation fee, there are no additional fees for the certificate. Students will be eligible for financial aid if they take all three courses in the summer.

Program requirements

Students are required to have a completion GPA of at least 2.5 in the three courses to be eligible for the certificate, with a minimum of a C grade in any individual course.

Students can apply and be eligible for the certificate retroactively to Fall 2005. All three courses must be completed within a 10 year time period.

Residency

Students are required to ~~take all three courses through UFV (a 100% residency requirement).take two of the three courses at UFV. This is to ensure that all three courses are taken as designed and intended. Students with transfer credit for one or more of the courses would not be eligible for the certificate, as their course outcomes and skills might not completely match those obtained through the UFV courses.~~

Program outline

Certificate requirement: 9 credits

Course	Title	Credits
CMNS 235	Oral Communication	3
CMNS 251	Professional Report Writing	3
Plus one of:		3
CMNS 125	Introduction to Workplace Communication	
CMNS 155	Introduction to Workplace and Academic Communication	
CMNS 165	Professional Communication for Kinesiology	
CMNS 175	Writing for the Internet	

Course listings

For complete details on courses see the [course descriptions](#) section. All Communications courses (except CSM 104, CSM 108 and CMNS 115) require some proficiency with email, web-based research, and word-processing packages. CMNS 125, 155, 251, 325, 351, and 360 are offered online, as well as in classroom format.

30 November 2011

Harv,

Change to Entrance Requirements for UEC consideration for the Aircraft Structures 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,



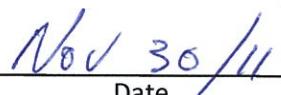
Rolf

Approved



Harv McCullough,
Dean, Faculty of Trades & Technology

Date



Nov 30/11

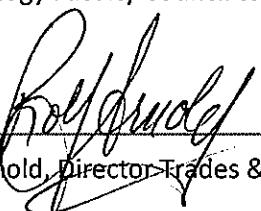
24 November 2011

Program Change – Aircraft Structures Technician Program

Currently the Aircraft Structures Technician (AST) program requires a personal interview as part of the entrance requirements. That is stated in the UFV calendar. The Aircraft Structures Department is requesting to remove that requirement for the following reasons:

- 1) The interview is not an effective method of assessment for suitability in the trade;
- 2) No one can be refused acceptance into the program based on a bad interview;
- 3) Interviews haven't been consistently performed for the past couple of years.

This request is currently at Pre-UEC for consultation. We are asking for the Faculty of Trades & Technology Faculty Council to approve the request as well so that we can proceed to UEC.



Rolf Arnold, Director Trades & Technology

UEC MEMORANDUM

UPAC Chair: Samantha Patridge
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.

UPACUEC 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~~

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

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 ~~PAGUEC~~ and ~~UGGSenate~~. The submission must include an indication of the additional resources required to run the program.

From: Chantelle Marlor
Sent: Monday, December 12, 2011 5:38 PM
To: Amanda Grimson; Rod McLeod
Cc: Samantha Pattridge
Subject: RE: Honours program policy

Hi Rod and Amanda (and Samantha),

The following is what I would suggest for the Honours Program policy:

PROPOSED:

Requirements

1. 1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.
2. 2. Honours programs must have more rigorous academic requirements than a corresponding major or degree in the corresponding non-honours degree program. Specifically, an honour program must include up to 12 upper-level credits that are specifically designed for the honours program and offered primarily to students in the honours stream. These credits may include: an honours capstone course, seminar, thesis, or project. These credits do *not* need to be in addition to the number of credits already required for completing the corresponding non-honours degree.
3. 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.

The above is somewhat different from my original suggestions/comments at Senate. I suggested the above due to the strong reaction that was voiced in regards to having additional credits required of students.

Thanks for accepting feedback.

Chantelle

Chantelle Marlor, Ph.D.
Social, Cultural and Media Studies Department
University of the Fraser Valley



MEMORANDUM

To: Samantha Patridge, Chair, Undergraduate Education Committee
From: Mark Brosinski, Chair, SGC sub-committee on terms of reference and membership composition of standing committees
Date: December 8, 2011
Re: UEC terms of reference and membership composition

The SGC sub-committee reviewing the terms of reference and membership compositions of standing committees have reviewed requests for changes.

Based on the review, the sub-committee is seeking feedback from UEC on the changes to the terms of reference and membership compositions as presented.

The sub-committee will make a full recommendation to the Senate Governance Committee once consultation with the standing committee is complete. SGC will then make a recommendation to Senate for approval.

Please submit your feedback to Lisa Tassone (lisa.tassone@ufv.ca) no later than January 20th.



UNDERGRADUATE EDUCATION COMMITTEE

TERMS OF REFERENCE

1. Advise Senate on all curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, practicesprocedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. ~~Advise Senate on the residency requirements for awarding credentials to undergraduate students.~~
5. ~~Advise Senate on policies concerning student withdrawal from courses, programs, or the university.~~
6. ~~Approve the processes~~Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes by faculty councils.
7. ~~Review the recommendations of faculty councils, approve the recommendations as required, and inform Senate. For those curricular matters delegated by Senate for decision by faculty councils, review the reports of the councils and inform Senate.~~
8. ~~For those curricular matters delegated by Senate for decision by the Undergraduate Education Committee, review for approval on behalf of Senate the proposals from the faculty councils and inform Senate.~~
9. ~~Review and consult with the Budget Committee, and advise the Academic Planning & Priorities Committee on proposals for new courses, programs, or curricular changes that require Senate approval.~~
10. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
11. ~~Consult the Budget Committee of Senate for advice on the budgetary implications of proposals for curricular changes when additional resources are required for implementation of the proposals.~~
12. ~~Periodically review the policies and practices for review and approval of new courses, programs, and curricular changes to ensure consistency and compliance with the goals of the university and with the powers and responsibilities of Senate and the Board.~~
13. ~~Submit to Senate an annual report of the changes in undergraduate education. Ensure that meeting minutes are regularly made available to Senate.~~
14. ~~Advise Senate on the annual academic schedule.~~
15. Establish such subcommittees as needed to fulfill the Committee's responsibilities.
16. Other duties as assigned by Senate.

Comment [A1]: If UEC is unclear on point 7, then should this point be deleted if it is covered by other points in the terms of reference?

Comment [A2]: Delete as this point is redundant. Covered in points 2 and 6.

Comment [A3]: Delete as this is covered in the Rules for the Conduct of Business.



UNDERGRADUATE EDUCATION COMMITTEE

COMPOSITION

Chair:

- A voting faculty member of the committee, nominated by the committee, and approved by Senate

Voting Members:

- ~~Eight~~Nine faculty members, approved by Senate, at least two of whom shall be members of Senate.*
- Two Deans or associate deans approved by Senate*
- University Librarian or designated Librarian
- One Academic Advisor approved by Senate
- Director, Teaching and Learning
- One ~~staff~~ member approved by Senate
- Two undergraduate students approved by Senate

Comment [A1]: To maintain faculty majority on the committee.

Ex Officio Non-Voting Members:

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research & Graduate Studies (or designate)
- ~~Associate Vice-President, Teaching & Development (or designate)~~
- Director, International Education
- ~~Senior~~ Advisor on Indigenous Affairs
- Director, Enrolment Management
- Director, Institutional Research
- University Secretary & Registrar (or designate)

Comment [A2]: The SGC sub-committee recommended leaving as is and not specifying departmental assistant or program advisor. This is in line with the definition used by Senate.

Comment [A3]: Rationale needed as to why UEC is requesting to eliminate ex-officio, non-voting members

Comment [A4]: Delete as this position does not exist.

Comment [A5]: The SGC sub-committee recommended leaving the membership for the Senior Advisor on Indigenous Affairs and the University Secretary & Registrar as ex officio non-voting to maintain faculty majority.

Administrative Support:

- ~~Office of the Provost & Vice President Academic~~University Secretariat

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

Comment [A6]: This is out of sync with how all other nominations are done.

*Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

Normally designates shall be appointed for a one-year term to ensure continuity.

Proposed Changes to Undergraduate Education Committee Membership

The following proposed changes were developed by UEC for submission to SGC. SGC's response and proposed changes are on the previous page.

CURRENT	PROPOSED (with changes highlighted)
Voting Members	Voting Members
<i>Chair: Faculty member, nominated by committee, approved by Senate</i>	<i>Chair: Faculty member, nominated by committee, approved by Senate</i>
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	<p>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:</p> <ul style="list-style-type: none"> • 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 UVF degrees.

My suggestion is that UEC adopt the process followed by ASC in approving these transfer credit decisions. 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

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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 through 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:
<input type="checkbox"/> 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,	
<input type="checkbox"/> 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 transcribed, 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.

