UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
August 29, 2019 - 9:00 AM
B121

AGENDA

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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

3 - 5 **2.1.** UEC draft minutes: May 24, 2018

3. UEC OVERVIEW AND GOVERNANCE

6 - 24 **3.1. Program and Course Approval Procedures**

4. COURSES AND PROGRAMS

25 - 34 **4.1. Mathematics and Statistics: Course outlines**
Changes including total hours: MATH 265
Changes including title, prerequisites, and total hours: STAT 450/MATH 450

MOTION: To approve the MATH and STAT course outlines as presented.

35 - 43 **4.2. English Language Studies: Course outlines**
Changes including title, prerequisites, and course number: EAP 080 (formerly ESL R80)
Changes including corequisites: EAP 084

MOTION: To approve the EAP course outlines as presented.

44 - 74 **4.3. Social Work and Human Services: Course outlines**
Discontinuation: HSER 127, 129, 229
New course: HSER 140, Introduction to Indigenous Centred Human Services
Changes including title, credits, prerequisites, and total hours: HSER 130
Review with changes including title, credits, preregs, total hours: HSER 131
Review with changes including title and total hours: HSER 200
Changes including title, credits, prerequisites, and total hours: HSER 230
Review with changes including prerequisites: SOWK 404
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Page

MOTION: To approve the discontinuation of HSER 127, 129, and 229.

MOTION: To approve the HSER course outlines as presented.

MOTION: To approve the SOWK 404 course outline as presented.

75 - 95

4.4. Social Work and Human Services: Program changes
Changes to entrance requirements: Bachelor of Social Work

MOTION: To recommend the changes to the Bachelor of Social Work entrance requirements as presented, effective September 2020.

96 - 99

4.5. Business: Course outline
Review with changes including prerequisites: BUS 416

MOTION: To approve the BUS 416 course outline as presented.

100 - 101

4.6. Business: New programs
New programs: International Business major and minor

MOTION: To recommend the new International Business major and minor as presented.

102 - 103

4.7. Adult Education: New program
New program: Adult Education minor

MOTION: To recommend the new Adult Education minor as presented.

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Election of UEC Chair for 2019/20

104 - 108

5.2. UEC Subcommittees

- **Screening Subcommittee**
- **Policy Subcommittee**
- **Admissions Subcommittee**
- **Transfer Credit subcommittee**

6. INFORMATION ITEMS

6.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
ECE 100, 101, 102, 103, 120

6.2. Program discontinuations
Discontinuation: Computer Assisted Drafting (CAD) certificate
Discontinuation: Portfolio Essentials certificate

7. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

May 24, 2019
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Adrianna Bakos, Everett Igobwa, Bobby Jaswal, Amber Johnston, David Johnston, Gilmour Jope, Teresa Piper, Eric Spalding, and Ben Vanderlei
ABSENT:	Courtney Boisvert, Sue Brigden, Heather Compeau, Rajdeep Dhaliwal, Vlad Dvoracek, Peter Geller, Shirley Hardman, Ceilidh Hart, Esther Jimenez Atochero, Bruce Kirkley, David McGuire, Elaine Newman, Samantha Pattridge, and Kirsten Robertson
GUESTS:	Marlene Murray, Corinne Richardson, Jason Thomas, Nadia Tudhope, Amara Wong
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

1.1. Item 3.4 (Data Analysis Post-baccalaureate certificate) was postponed to a future meeting at the department's request.

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: April 26, 2019

MOTION:
To approve the draft minutes as presented.
CARRIED

2.2. Correction to UEC minutes: Dec. 14, 2018

MOTION:
To approve the corrected December 14, 2018 minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. Applied Business Technology
Discontinuation: ABT 108, ABT 118, ABT 124, ABT 128, ABT 132, ABT 134, ABT 135A, ABT 135B, ABT 137B, ABT 144, ABT 187A, ABT 187B, OFC TYP1, OFC TYP3

MOTION:
To discontinue the ABT courses as presented.
CARRIED

3.2. English Language Studies
Discontinuation: ESL BU55, ESL C54, ESL CB60, ESL CB77, ESL CWE30, ESL CWE40, ESL DR47, ESL FLM, ESL IB19, ESL MU47, ESL T85

MOTION:
To discontinue the ESL courses as presented.
CARRIED

3.3. Upgrading and University Preparation
Discontinuation: CCP LC, ENGL 090, FNST 091, GED PREP, SCI SR12

MOTION:
To discontinue the UUP courses as presented.
CARRIED

3.4. Mathematics and Statistics
Change to program requirements: Data Analysis Post-baccalaureate certificate

This item was postponed at the department's request.

3.5. Chemistry: Course outline
New course: CHEM 499, Honours Research and Thesis in Chemistry

MOTION:
To approve the new CHEM 499 course outline as presented.
CARRIED

3.6. Chemistry: New program
New program: Chemistry Honours

MOTION:
To recommend the Chemistry Honours as presented.
CARRIED

3.7. Adult Education
New program: Adult Education minor

There was some discussion about the stated residency requirement, "at least 50% of the required credits for a degree program". The department will meet with the Registrar and Degree Audit Support Specialist to revise this requirement before the proposal moves forward.

MOTION:
To recommend the Adult Education minor as presented.
TABLED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Admissions Subcommittee report

There was no report from this subcommittee.

4.2. Transfer Credit Subcommittee report

This subcommittee has recently reviewed a proposal and will be submitting a written report to UEC.

4.3. Policy Subcommittee report

This subcommittee will meet following the UEC meeting.

4.4. Senate report

The changes relating to the new high school curriculum were approved by Senate. It was noted that the Associate of Arts was inadvertently omitted from the proposal that came to UEC, but this was corrected prior to Senate.

5. ADJOURNMENT

The meeting was adjourned at 11:17 am.

Procedures

for Undergraduate Program and Course Approval

Appendix to Policy 21

Last revised: October 2018

ufv.ca

Introduction

UFV's Undergraduate Course and Program Approval policy (21) grants the Undergraduate Education Committee (UEC) the authority to develop procedures for the approval of new and revised courses and programs.

All new and revised courses and programs will follow a specific approval process. This process include a series of structured consultations and approvals that give the UFV community an opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's strategic plan, mandate, and institutional learning outcomes.

This document outlines the procedures in effect as of June 2016. The policy can be found at www.ufv.ca/policies.

Submission guidelines

Items submitted to faculty council and subsequent committees should be formatted appropriately, and should include all relevant documents.

Course proposals should include an updated course outline on the current course outline form, and a memo created with the official Memo Template. Both forms can be found on the UEC websites, at www.ufv.ca/senate/uec/uec-resources. A Word version of the current official course outline should be requested from the UEC Assistant, and whenever possible, Word's track changes feature should be used to highlight any revisions being made to the course outlines. The UEC Assistant can provide assistance with this feature. (Requests to discontinue a course do not need to be accompanied by a course outline.)

Program proposals should include all relevant attachments (rationale memo, budget information, etc.). Program changes should be accompanied by calendar copy with changes tracked.

Additional resources

Forms, templates, and other resources for the development of new programs can be found on the Program Development Office (PDO) website, www.ufv.ca/pdo.

Resources for new courses, revisions to existing courses, major and minor changes to existing programs, and general information on the approval process can be found on the UEC website, www.ufv.ca/senate/uec.

The UEC Assistant and the Program Development Office can also be contacted directly with any questions.

Terms and definitions

Academic unit: Includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

Academic Planning and Priorities Committee (APPC): Senate standing committee responsible for advising Senate on the mission, goals, objectives, strategies, and priorities of the university (see APPC Terms of Reference).

Campus-Wide Consultation (CWC): An opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback about the course or program submission. Developers must respond to all comments submitted and include this response with the submission to UEC.

Lower-level course: First- or second-year course, generally numbered in the 100s and 200s.

Major course change: A change to a course that affects the nature or focus of a course, options for students, or budget. A more detailed breakdown of major course changes is available on page 9.

Major program change: A modification to a program that affects the nature or focus of the program, options for students, or budget. A more detailed breakdown of major program changes is available on page 10.

Minor course change: A change to a course that has no effect on the nature or focus of a course, options for students, or budget. A more detailed breakdown of minor course changes is available on page 9.

Minor program change: Any change which is not major, as described above. A more detailed breakdown of minor program changes is available on page 10.

Official course outline: Legal document used for calendar copy, articulation, and official documentation purposes. The official course outline is used as a guideline for the syllabus that instructors develop and provide to students.

Program: Collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Program budget analysis: Summary of the budget implications of a proposed new program or revisions to an existing program. This should be attached to all new and revised program proposals when submitted to Senate and its standing committees.

Program Committee: Approved by dean(s) to oversee the implementation and administration of a program and its courses.

Program concept paper: Brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

Program Development Office (PDO): Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

Program proposal: Detailed description for a new program prepared on a standard template provided by the Program Development Office.

Program Report and Plan: Submitted annually to the Board, includes Concept Papers recommended by Senate for approval.

Program Working Group (PWG): Group formed by the dean(s) to proceed in the development of a new program.

Senate Budget Committee (SBC): Senate standing committee responsible for advising Senate on the university's annual budget, budgetary policies, guidelines, processes, and models (see SBC Terms of Reference).

Undergraduate Education Committee (UEC): Senate standing committee responsible for advising Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students (see UEC Terms of Reference).

Undergraduate Education Committee (UEC) Screening Subcommittee: UEC standing subcommittee responsible for reviewing all course and program proposals for clarity, completeness, and consistency with current academic policies and practices.

Upper-level course: Third- or fourth-year course, generally numbered in the 300s and 400s.

Timelines

Calendar deadlines

The academic calendar (ufv.ca/calendar) is the official source for all approved courses and programs. All changes and new courses and programs should be published in the calendar prior to implementation. A new calendar comes into effect in April (Fall calendar) and October (Winter/Summer calendar) of each year. The draft calendar is updated regularly and is available through a link on the calendar home page. Changes should be submitted as far in advance as possible to avoid missing the calendar deadlines.

Major program changes must be approved by the January UEC meeting to be included in the Fall calendar, or by the June UEC meeting to be included in the Winter/Summer calendar. (Subsequent approval by Senate, and in some cases by SBC, is also required).

Minor program changes and major and minor course changes must be approved by UEC's February meeting to be included in the Fall calendar, or by the September meeting to be included in the Winter/Summer calendar.

Minimum timelines

Due to the need for quality assurance, the following are the approximate **minimum** lengths of time that the approval processes take from recommendation by faculty/college council to final approval.

Courses

- New course: 4-5 months
- Major changes: 4-5 months
- Minor changes: 2-3 months

Note: Changes to prerequisites that are more restrictive require 6 months' notice in the academic calendar (see policy 84).

Programs

- New program (including concept paper)*: approximately two academic years, following the optimal timeline:
    - Year 1, September-February: development of concept paper
    - Year 1, March-June: review and approval of concept paper
    - Year 2, September-December: development of full program proposal
    - Year 2, January-June: internal review and approval of full program proposal
    - External review and approval: 2-3 months for certificates and diplomas; depending on Ministry timelines for degrees.
- Major changes: 7-8 months
- Minor changes: 4-5 months

* Does not apply to programs approved under the expedited approval process.

Note: Changes that make entrance requirements more restrictive must be published in the academic calendar at least 12 months prior to the start of the semester, unless they are necessary to maintain the program's accreditation (see policy 80).

Course Approval Processes

The course approval process differs for new courses, major course changes, and minor course changes. The following outlines the steps in each of the course approval processes. Each process correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing course can be found on page 9.

Minor course changes (minimum 2-3 months)

1. **Course outline revisions:** The department/school or program committee, hereafter referred to as the developer, requests a Word version of the current course outline from the UEC Assistant. The developer revises and approves the course outline, including transfer to a new course outline form if necessary. The developer also prepares a memo outlining the rationale and any financial implications of the course changes using the Memo Template found on the UEC website.

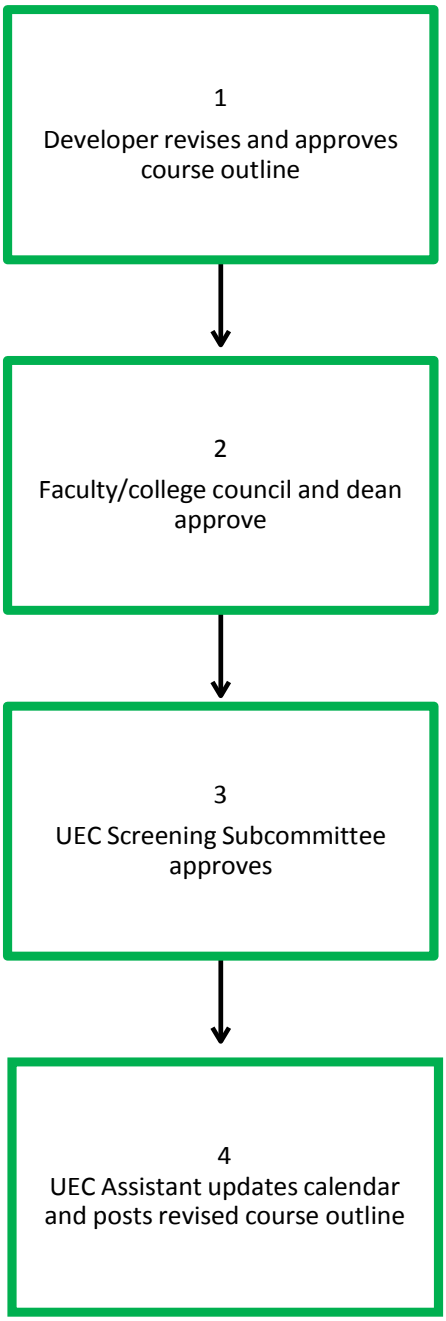
2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations.

   Note: For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.

3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which confirms that the changes are minor and approves the course changes for publication. If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the revised course outline on the website (www.ufv.ca/calendar/courseoutlines), and sends the course outline to OReg for data entry.

Approval process for minor course changes



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New courses and major course changes (minimum 4-5 months)

1. **Development of course outline:** The department/school or program committee, hereafter referred to as the developer, develops and approves the course outline. If revisions are being made to an existing course, the developer requests a Word version of the current course outline from the UEC Assistant. The developer also prepares a memo outlining the rationale and any financial implications of the new course using the Memo Template that will be found on the UEC website.

   Dean(s) determine if there are significant budgetary implications with the proposed course.

2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations.

   Note: For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.

3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

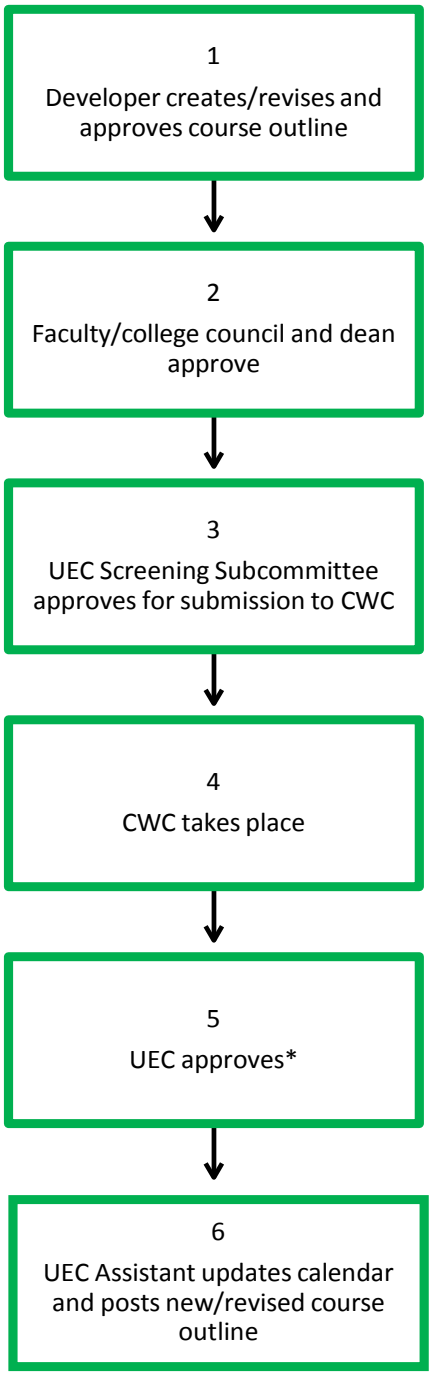
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.

5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the course outline, to UEC. UEC approves the course outline, or recommends to Senate for approval if there are financial implications.

   If there are financial implications, SBC will review the course outline and memo and make a recommendation to Senate. UEC and SBC recommendations are sent to Senate concurrently.

6. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the new/revised course outline on the website (www.ufv.ca/calendar/courseoutlines), and sends the course outline to OReg for data entry.

Approval process for new courses and major course changes



* In the case of budgetary implications, UEC and SBC will both review and recommend to Senate for approval.

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Course Changes

Major vs. minor changes to an existing course

Type of change	Major changes	Minor changes
Title and/or calendar description	Reflects a change in nature or focus	For correction or clarification
Learning outcomes and/or content	Reflects a change in nature or focus	Does not reflect a change in nature or focus
Course level	Moving a lower-level course to an upper-level course and vice versa	Moving a first-year course to second year and vice versa or third-year course to fourth year and vice versa
Prerequisites and/or co-requisites	Any change to prerequisites	Editorial change only
Course details	Change in number of credits or number of hours	Frequency of course offering
Delivery method	Change or addition of a delivery method that has a cost	Change or addition of a delivery method that does not affect cost
Impact on other programs	Affects other academic units	Does not affect other academic units
Other	Deletion of course	PLAR options, grading system, texts, evaluation methods

Note: One major change means that all changes in the proposal are considered major.

Program Changes

Major vs. minor changes to an existing program

Type of change	Major changes	Minor changes
Resource requirements	Additional resources are required at a cost	Additional resource costs are covered by the associated academic unit
Courses	Change to the majority of courses in an approved program	Addition of new course options, or deletion or substitution of a required course
Duration, philosophy, or direction	Change to the duration, philosophy, or direction of a program*	
Specialization	Addition or deletion of a specialization (e.g., concentration under a major)**	
Admission requirements	Change in requirements for admission	
Residency requirements	Change in requirements for residency	
Continuance requirements	Change in requirements for continuance	
Admission quotas	Change in admission quotas	
External review	Change which triggers an external review	

***** The Ministry includes in its definition of "new program" revision of a program's major objectives resulting in significant change and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if the revision considered may fall under this definition.

****** If not considered a new program or covered under the Program Discontinuance policy (222). Addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as "options" or "concentrations" must consult the Program Development Office to determine whether addition of a new specialization is considered a major program change or a new program.

Program Approval Processes (major and minor changes)

The program approval process differs for new programs, major program changes, and minor program changes. The following outlines the steps for each of these processes and correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing program can be found on page 10.

Minor program changes (minimum 4-5 months)

1. **Development of proposal:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, in consultation with the dean(s) responsible.

2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.

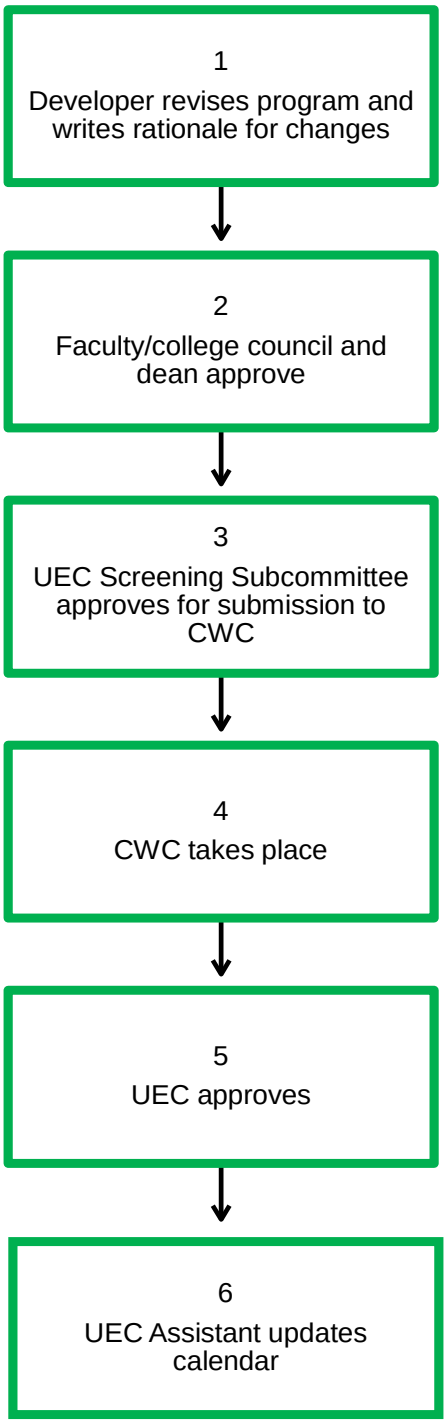
3. **UEC Screening Subcommittee:** The council assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.

5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC. UEC approves the program changes.

6. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

Approval process for minor program changes



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Major program changes (minimum 7-8 months)*

1. **Development of proposal and budget:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, and identifies any budgetary implications.

2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.

3. **UEC Screening Subcommittee:** The council assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Major program change proposals must remain at CWC for a minimum of two weeks. Any proposal not forwarded to UEC within 12 months of CWC must be resubmitted to faculty council for approval.

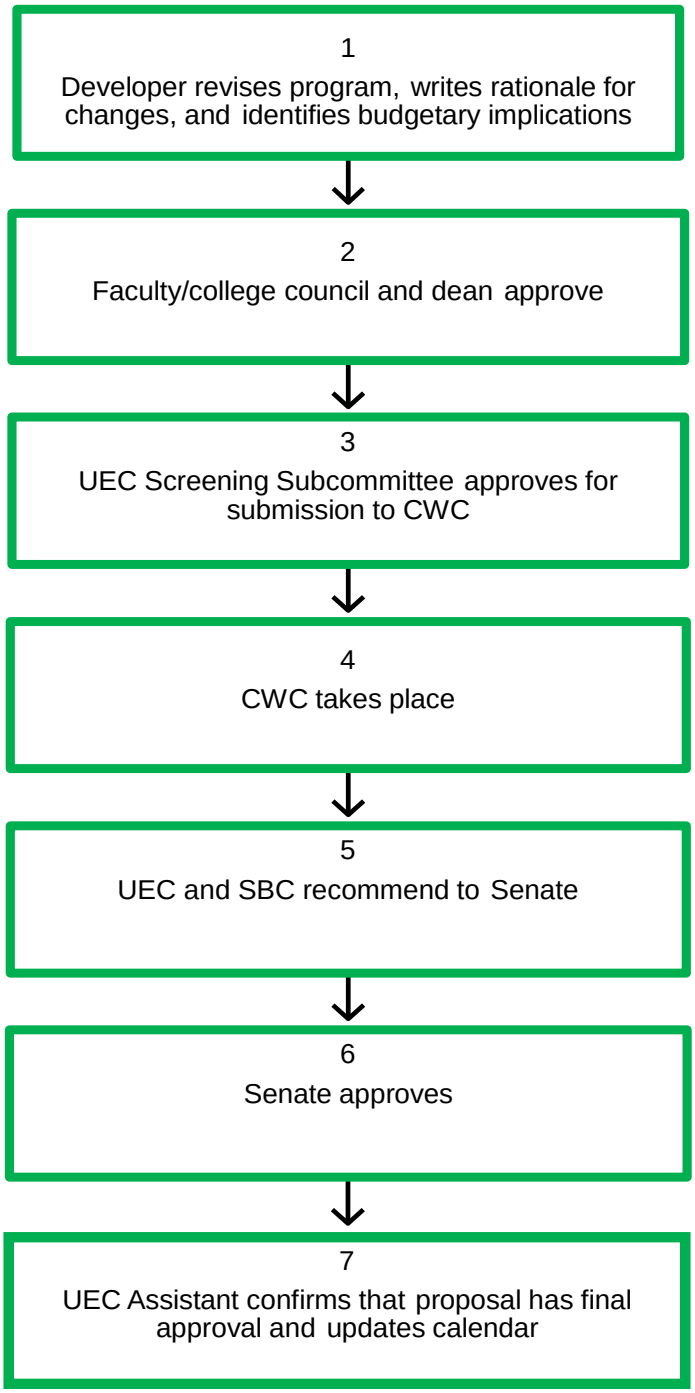
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to Senate. The proposal will also be submitted to SBC, which reviews the proposal and makes a recommendation to Senate.

6. **Senate:** Senate approves the program proposal and budget.

7. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

* The Ministry includes in its definition of “new program” the revision of a program’s major objectives resulting in significant change, and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if proposed revisions may fall under this definition. Also note that addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as “options” or “concentrations” must consult the Program Development Office to determine whether addition of a new specialization is considered a major program change or a new program.

Approval process for major program changes



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New Program Approval Process

The following outlines the steps for new programs and correlates with the flow charts featured on the next pages.

Before you begin the development of a new program, please contact the Program Development Office for specific information about submission formats and procedures. An administrative guide for the internal approval process is available on the website at http://www.ufv.ca/pdo/getting-started/.

Concept Paper

Note: Normally, a single dean will have administrative responsibility and approval authority over a program. In the case that a program draws resources from more than one faculty/college beyond the provision of service courses, the deans involved will decide on who will assume administrative responsibility for the program and whether it will be shared by more than one faculty/college. The faculty/college and dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

1. **Establishment of Program Working Group (PWG):** Faculty members interested in developing a new program present a notice of intent to the dean. The PWG is approved by the dean, and the dean informs the Program Development Office (PDO) of its membership. A Program Working Group will consist of a minimum of three faculty with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added.

2. **Development of Concept Paper:** PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, and the dean. PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.

3. **Faculty/college council and dean:** The PWG presents the Concept Paper to faculty/college council for discussion. The Concept Paper is then presented to the dean for review and approval.

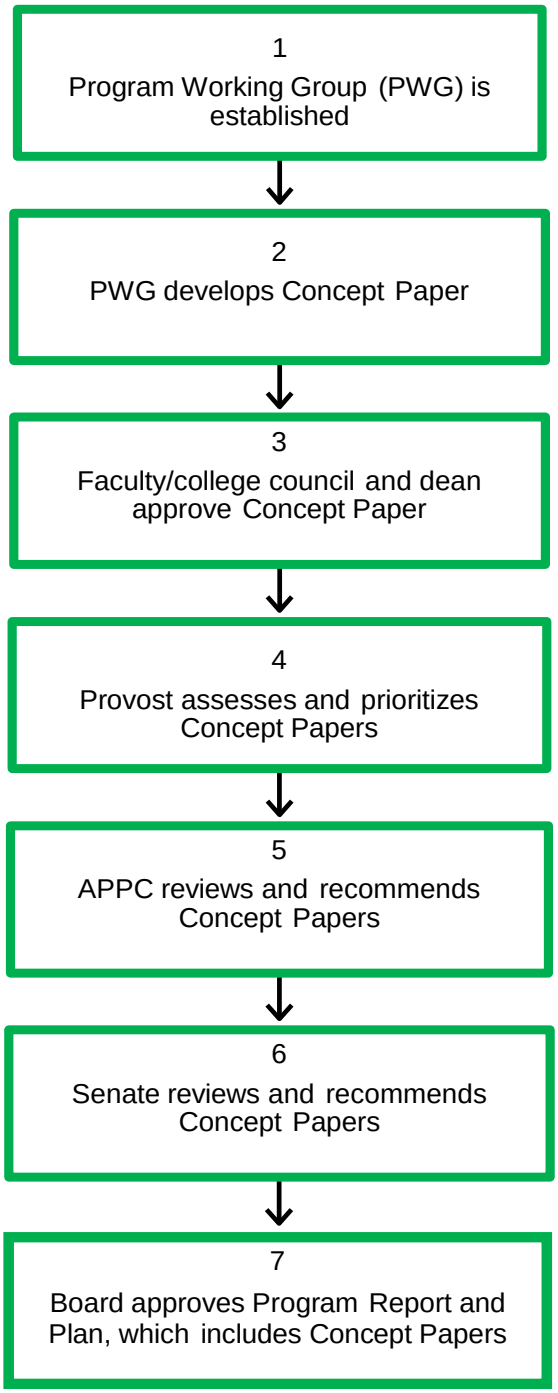
4. **Provost's recommendation to Academic Planning & Priorities Committee (APPC):** Upon approval by the dean, the Provost, in consultation with Deans' Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).

5. **APPC:** APPC reviews and recommends Concept Papers to be approved for development.

6. **Senate:** Senate reviews and recommends Concept Papers.

7. **Board:** The Program Report and Plan, which includes Concept Papers, is submitted to the Board for approval. **Only upon approval by the Board should a Program Working Group proceed with submitting the Full Program Proposal for internal review and approval.**

Approval process for Concept Paper



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Full program proposal

1. **Orientation Meeting:** Following approval of concept paper, an orientation meeting will be held to review program design principles and proposal preparation. This meeting will include the PWG chair and members; Teaching and Learning Director or designate; Dean responsible for the program; and the Program Development and Quality Assurance Coordinator and assistant.

2. **Development of full proposal and PDO verification:** With the assistance of the PDO, the PWG develops the program and writes the full program proposal. The PWG submits the program proposal and draft calendar copy to the PDO, who verifies that it is complete and that appropriate internal consultation has taken place before submission to faculty/college council. The proposal will normally be sent to external reviewers early during the internal approval process. External reviewers' reports, and PWG's responses to the reports, will accompany the program proposal as it goes through internal review.

3. **Faculty/college council and dean:** Faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean review and approve the program proposal and, if applicable, the new courses related to the program. The proposal will include a summary of the internal consultation that has taken place, with supportive evidence.

4. **UEC Screening Subcommittee:** The UEC Screening Subcommittee reviews the proposal and verifies that all appropriate internal consultation has taken place. Notice of proposals is submitted to Campus-Wide Consultation (CWC) for information only. Since internal consultation will have already occurred during the program development process, new program proposals are not required to remain at CWC for a specific time period; however, developers must nonetheless respond to any comments received from CWC and, where applicable, include any responses in the program proposal.

5. **Undergraduate Education Committee (UEC):** The program proposal, calendar copy, consultation summary, and the PWG's response to any UEC Screening Subcommittee comments are submitted to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC). All new courses or substantially reviewed courses that are included in a new program must also be approved before the program is recommended to APPC.

6. **Senate Budget Committee (SBC):** Following UEC approval, budgetary analysis for the program is submitted to SBC for review and recommendation to APPC.

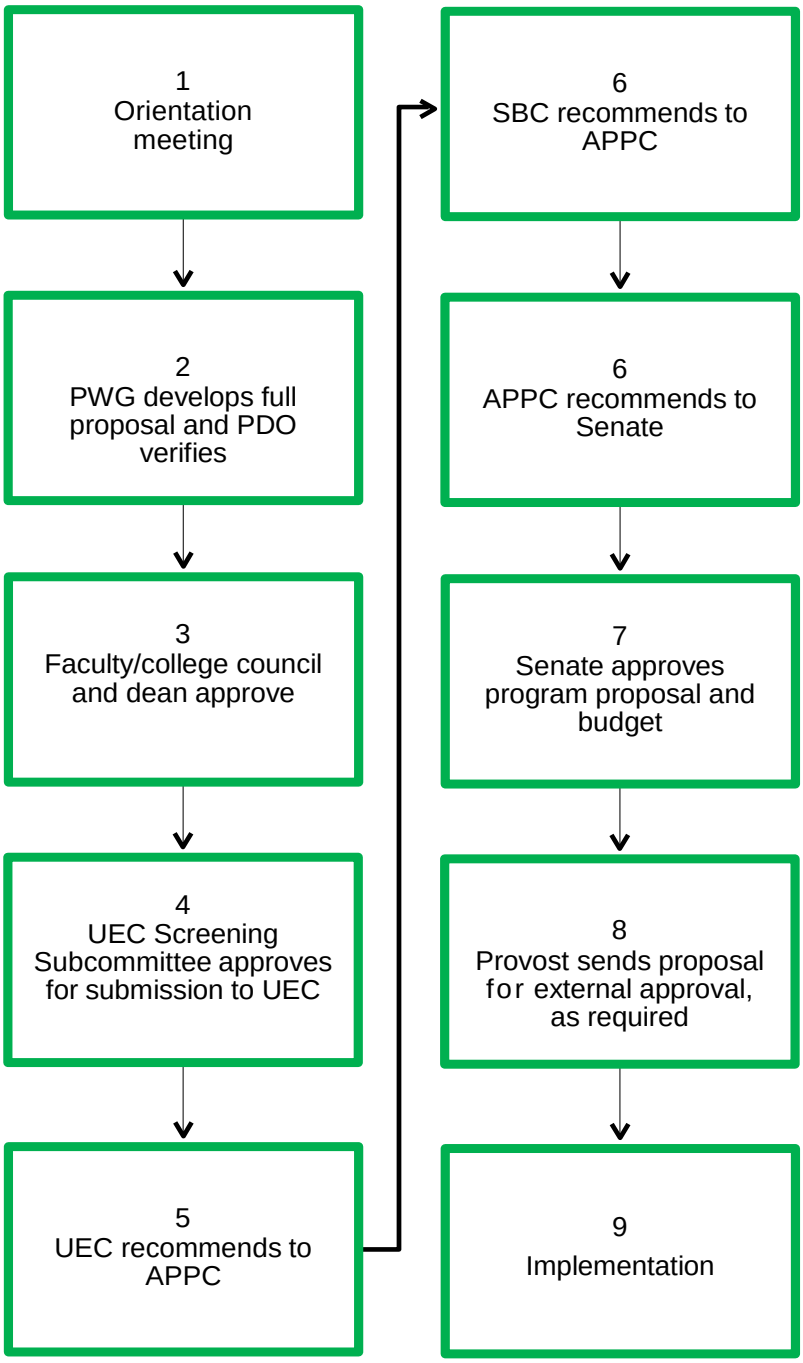
7. **Academic Planning & Priorities Committee (APPC):** APPC reviews the recommendations from UEC and SBC, and makes its recommendation to Senate.

8. **Senate:** APPC submits its recommendation to Senate for approval. If it is decided by Senate that the program has substantially changed from what was proposed in the Concept Paper, Board approval is solicited.

9. **External approval:** The program proposal is sent to the PDO for review and submission through the Office of the Provost and VP Academic for external approval, as required by the Ministry of Advanced Education.

10. **Implementation:** Upon approval, the dean's office decides on an implementation date and the calendar copy is included in the academic calendar.

Approval process for full program proposals



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Memo for Course Changes

To: FSCC, SFC, and UEC

From: Ian Affleck, Department Head (Mathematics & Statistics)

Date: May 8, 2019

Subject: Proposal for revision of MATH 265

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: MATH 265 is intended to serve as a central launching point for students, equipping them with the tools needed in upper level courses. Among those tools is the basic arithmetic and theory of the complex numbers. Elements of these are required in many upper level courses, and hence at the moment must be covered and re-covered in each of those courses. Placing an introduction here means instructors in upper level courses will be able to assume working knowledge of the basics. Another tool is the now-universal language of mathematical typesetting, LaTeX. Providing students with LaTeX skills will equip them to more effectively communicate mathematics and technical subjects, both within the university and the workplace.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The addition of LaTeX outcomes enhances the communication outcomes of the mathematics programs.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? BSc program representatives have been consulted.
6. What consideration has been given to indigenizing the curriculum? Changes are not substantial. Indigenization efforts in the department take place primarily at the program and the pedagogy level.
7. If this course is not eligible for PLAR, explain why:

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
    a. Credit value
    b. Class size limit
    c. Frequency of offering
    d. Resources required (labs, equipment) The class may meet in a computer lab three or four times during the semester. This is a new requirement, and does require resources.
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials. A proprietary text is typically $100-150. LaTeX and its supporting software is completely open-source.

CWC comment and response:

- Why are supervised lab hours needs for this course? (Would 45 hours be sufficient?)

  As this is Typical Structure of Instructional Hours, it is not carved in stone. The proposed structure is what an instructor would use who chose to do roughly 5 hours of supervised hands-on LaTeX workshops in a lab (perhaps four 80-minute meetings).
  *The 50 Total hours is carved in stone, and matches the total instructional contact hours for all other 3-credit MATH and STAT courses, which meet 5*80 mins every two weeks.*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2006
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 265	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Transition to Advanced Mathematics
Course Short Title: Transition to Advanced Math
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Science	**Department (or program if no department):** MATH & STATS

Calendar Description:

Introduction to elementary logic, structures and discourse of mathematics, and the communication of mathematical ideas. Topics include logic, proof techniques, set theory, number theory, real and complex numbers, proof structure, strategy, effective mathematical communication and the LaTeX typesetting language.

Note: Students with credit for MATH 214 cannot take this course for further credit.

Prerequisites (or NONE):	C+ or better in either MATH 112 or MATH 118.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s): **MATH 214**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	45
Tutorials/workshops	
Supervised laboratory hours	5
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**50**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 36

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Ian Affleck	**Date approved:** May 2019
Faculty Council approval	**Date approved:** May 31, 2019
Dean/Associate VP: Lucy Lee	**Date approved:** May 31, 2019
Campus-Wide Consultation (CWC)	**Date of posting:** June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:** August 29, 2019

Learning Outcomes:

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

1. Read, critique, and construct elementary mathematical arguments by
   a. using the common elements of mathematical communication: definition, proof, example, counterexample, etc.
   b. employing the syntactics and semantics of propositional and elementary predicate logic
   c. using the standard argument forms (contradiction, induction etc)
2. Reason effectively about a mathematical proposition, work towards proof or counterexample employing reasoning techniques such as generalization, specialization, method of counterexample, alternate representation etc.
3. Communicate mathematical constructions and arguments clearly and effectively in written form, in particular:
   a. clearly guide a reader through an argument or construction of an example.
   b. assess what needs to be provided to a reader, and what may be assumed.
4. Articulate an understanding of the basic notions of elementary set theory, in particular subset, Cartesian product, functions, relations, equivalence relation, quotient structure and cardinality, by clearly stating definitions, constructing examples and counterexamples, and establishing elementary propositions.
5. Demonstrate a working knowledge of the elementary structure of the real numbers by
   a. constructing simple propositions working from the axioms for the real numbers, and clearly articulating the significance of the axiomatic approach
   b. stating definitions and reading, critiquing and constructing elementary arguments, examples and counterexamples using concepts of order, cardinality, density, supremum.
6. Demonstrate a working knowledge of the elementary structure of the integers, by stating definitions and reading, critiquing and constructing elementary arguments, examples and counterexamples involving concepts of primality, factorization, and modular arithmetic.
7. perform elementary calculations using complex numbers, and prove elementary statements about complex numbers
8. typeset mathematics and mathematical arguments in the LaTeX typesetting language

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lectures, supervised computer labs.

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Daepp & Gorkin	Reading Writing and Proving 2nd ed	☐	Springer	2011
2.	Chartrand, Polimeni, & Zhang	Mathematical Proofs: A Transition to Advanced Mathematics 4thd ed.	☐	Pearson	2017
3.	Open source documentation on LaTeX and LaTeX editors		☐		
4.			☐		
5.			☐		

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

Access to (open software) LaTeX editors and compilers, such as OverLeaf, MikTeX, Texify, TexLive

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	20%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Students must achieve at least 40% on the final exam in order to receive credit for this course

Typical Course Content and Topics

The techniques of construction and communication of mathematical argument are an essential part of the course, to be covered explicitly, rather than assumed. They will be distributed throughout the course as part of the material being discussed at the time, rather than being dealt with in the abstract. In particular the following will be included:

1. Argument forms (methods of proof): contradiction, contrapositive, direct, induction, cases etc.
2. "How to prove it:" softer notions of how to solve a problem/construct an argument: generalization, specialization, working backwards, representation.
3. "How to write it:" communicating an argument (guiding a reader towards your solution).

4. Language of mathematics: this material should be covered near the beginning of the course
    a. Logic (propositional logic), notions of converse, contrapositive etc.
    b. Basic set theory (include infinite index sets for unions, Cartesian products etc.),
    c. Quantifiers (predicate calculus) negation of statements. Proving and disproving universal and existential statements
    d. Functions, domain, range, pre-image, surjections, injections, bijections
    e. Relations, equivalence relations, quotient set.
5. The integers. The integers provide a natural place to learn how to read and construct arguments, and a natural source of examples to illustrate the ideas of logic, quantifiers etc.
    a. The integers (from the axioms)
    b. Primes/divisibility
    c. Modular arithmetic (example of quotient structures)
6. The real numbers. Basic arguments/facts from analysis are covered both to provide a concrete place for the students to construct arguments, and also just to provide some basic analysis.
    a. Axioms for the reals (and basic facts which follow, as an exercise in proof construction from axioms)
    b. Supremum, infimum, completeness
    c. Density of rationals, dense sets in general
    d. Cardinality (uncountability of R, countability of Q, general cardinality arguments)
    e. Sequences an introduction to epsilon-N arguments, basic theorems, another statement of the completeness axiom, decimal representation
7. The complex numbers: Enough is covered to be able to support the needs of later courses such as linear algebra, abstract algebra or differential equations
    a. The definition (including the formulation via quotient structure on the reals)
    b. Complex arithmetic
    c. The complex numbers as a field
    d. Complex exponentiation, De'Moivre's formula and roots
    e. Statement of Fundamental Theorem of Algebra
8. LaTeX: LaTeX as the typesetting language of mathematics. Assignments in the course are done in LaTeX
    a. The structure of a LaTeX file and the edit, compile, review cycle
    b. Mathematics symbols in LaTeX
    c. Mathematical environments (e.g. definition, arrays, displayed equations)
    d. Tables in LaTeX

Memo for Course Changes

To: FSCC, SFC, & UEC

From: Ian Affleck, Head of Mathematics & Statistics

Date: April 9, 2019

Subject: Proposal for revision of STAT/MATH 450

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Instructors of MATH/STAT 450 agree that students with both MATH/STAT 270 (Introduction to Probability and Statistics) and MATH 211 (Calculus III) should be adequately prepared for this course, so that pair is now included as a prerequisite option.

   The reported number of Contact Hours for the course has been updated to align with other 3-credit courses in Math & Stats which meet (on average) 200 minutes per week during a regular semester.

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

   There are no changes to learning outcomes.

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

   This course is not required by any program.

5. Which program areas have been consulted about the change(s)?

   No other program areas have been consulted about the change.

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

   Changes are not substantial. Indigenization efforts in the department take place primarily at the program and the pedagogy level.

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

   This course is eligible for PLAR.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

   None of the above items have changed.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   There are no field trips for this course.

10. Estimate of the typical costs for this course, including textbooks and other materials:

    Textbook $150-180, although purchase of the textbook by all students may not be required.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: July 1994
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2021
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: STAT 450	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Statistical Theory
Course Short Title: Statistical Theory
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Science	**Department (or program if no department):** Mathematics & Statistics

Calendar Description:

A course in mathematical statistics. Distributions of functions of random variables; transformations; beta, t, F, multivariate normal distributions; order statistics; convergence in distribution and probability; Law of Large Numbers; Central Limit Theorem; method of maximum likelihood; inference.

Note: This course is offered as STAT 450 and MATH 450. Students may only take one of these for credit.

Prerequisites (or NONE):	MATH 370/STAT 370 or (MATH 270/STAT 270 and MATH 211).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **MATH 450**
Cross-listed with: **MATH 450**
Dual-listed with:
Equivalent course(s): **MATH 450**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	50
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**50**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 36

Expected Frequency of Course Offerings:
Every 3 to 4 years *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Cynthia Loten	**Date approved:**	April 2019
Faculty Council approval	**Date approved:**	May 3, 2019
Dean/Associate VP: Lucy Lee	**Date approved:**	May 3, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

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

- Use transformations of discrete and continuous random variables to find the distributions of functions of several variables.
- Use moment generating functions to find distributions of functions of several variables.
- Establish the relationships between gamma and beta, normal, chi-squared and t, and chi-squared and F distributions.
- Find the distributions of the maximum, minimum and the i-th order statistic of a random sample.
- Derive and use the distributions of the sample mean and sample variance when the sample comes from a normal distribution.
- Prove the convergence in distribution and in probability of some theoretical results.
- Apply the Central Limit Theorem to problems involving sums of independent and identically distributed random variables.
- Find unbiased estimators, consistent estimators, and estimators using the method of maximum likelihood and the method of moments.
- Find the complete and sufficient statistic for an unknown parameter.
- Derive the formulae for confidence intervals for means and for differences of means.
- Determine the critical region, power function and p-value of a test of statistical hypotheses.
- Construct bootstrap confidence intervals and testing procedures.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lectures

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Hogg, R et al.	Introduction to Mathematical Statistics	☒	Pearson	2018
2.	Kalbfleisch, J	Probability and Statistical Inference Volume 2: Statistical Inference	☒	Springer-Verlag	2004
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	40%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Students must achieve at least 40% on the final exam in order to receive credit for this course

Typical Course Content and Topics

1. Brief review of probability and distributions: conditional probability, independence, Bayes' theorem, Chebyshev's inequality, joint, marginal and conditional distributions, conditional expectation, correlation coefficient and special distributions such as binomial, Poisson, gamma, chi-squared, normal and bivariate normal.
2. Distributions of functions of random variables: sampling theory, transformations of discrete random variables, transformations of continuous random variables, beta, t and F distributions, extensions of the change-of-variable technique, distributions of order statistics, the moment generating function technique, distributions of the sample mean and sample variance, expectations of functions of random variables and the multivariate normal distribution.
3. Limiting distributions: convergence in distribution, convergence in probability, limiting moment generating functions, the Law of Large Numbers and the Central Limit Theorem.
4. Introduction to statistical inference: point estimation, unbiased estimators, consistent estimators, method of maximum likelihood, invariance property, method of moments, confidence intervals for means, confidence intervals for differences of means, tests of statistical hypotheses, critical region, power function, p-value. The method of Monte Carlo. Bootstrap procedures.
5. Sufficient statistics: unbiased minimum variance estimators, minimax principle, minimum mean-square-error estimators, sufficient statistics and their properties, completeness and uniqueness, the exponential class of probability density functions, minimal sufficient and ancillary statistics.

ORIGINAL COURSE IMPLEMENTATION DATE:	July 1994
REVISED COURSE IMPLEMENTATION DATE:	January 2020
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2021

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

Course Code and Number: MATH 450	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Statistical Theory **Course Short Title (if title exceeds 30 characters):** Statistical Theory	
Faculty: Faculty of Science	**Department (or program if no department):** Mathematics and Statistics

Official Course Outline:

This is a cross-listed course. Please refer to **STAT 450** for the official course outline.

Calendar Description:

A course in mathematical statistics. Distributions of functions of random variables; transformations; beta, t, F, multivariate normal distributions; order statistics; convergence in distribution and probability; Law of Large Numbers; Central Limit Theorem; method of maximum likelihood; inference.

Note: This course is offered as STAT 450 and MATH 450. Students may only take one of these for credit.

Prerequisites (or NONE):	MATH 370/STAT 370 or (MATH 270/STAT 270 and MATH 211).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with: **STAT 450**

Equivalent course(s): **STAT 450**

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

Department / Program Head or Director: Cynthia Loten	**Date approved:**	April 2019
Faculty Council approval	**Date approved:**	May 3, 2019
Campus-Wide Consultation (CWC)	**Date approved:**	May 3, 2019
Dean/Associate VP: Lucy Lee	**Date of posting:**	June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Memo for Course Changes

To: FACE Curriculum Committee, FACE Faculty Council, UEC Screening Subcommittee, CWC, UEC

From: Gilmour Jope, English Language Studies Department Head

Date: February 20, 2019

Subject: Proposal for revision of ESL R80

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☒ Number and/or course code
   - ☐ Credits and/or total hours
   - ☒ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: The changes in number, course code, and title follow similar changes to other ELS Department courses made in 2016. The calendar description has been edited for clarity and brevity and texts from the original course outline have been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N.A.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Appropriate Indigenous texts could be used to support the course learning outcomes.
7. If this course is not eligible for PLAR, explain why: N.A.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value N.A.
   b. Class size limit N.A.
   c. Frequency of offering N.A.
   d. Resources required (labs, equipment) N.A.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No.
10. Estimate of the typical costs for this course, including textbooks and other materials: ~$100.00

CWC comment and response:

- Evaluation: it may be helpful to provide some further details for the assignments (30%) and/or quizzes (40%).

  We prefer not to state assignment details or to set a fixed number of quizzes in the official course outline. This information is provided in course syllabi and assignment descriptions.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EAP 080	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Reading for Academic Success: University Bridge Level
Course Short Title: University Bridge Reading
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** English Language Studies

Calendar Description:

Prepares students for typical undergraduate-level reading. Students strengthen fundamental reading/study skills, such as note-taking, outlining, and understanding and restating logical structure, and develop critical reading/thinking skills, such as distinguishing between fact and opinion, making inferences, evaluating argumentation, and synthesizing information from multiple sources.

Note: Students with credit for ESL R80 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 070 (formerly ESL R70), or placement by ELS assessment, or evidence of any test score or course grade listed under the UFV Entry Level post-secondary English language proficiency standards in the UFV calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: ESL R80
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	25
Tutorials/workshops	
Supervised laboratory hours	10
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	10
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See bctransferguide.ca.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 20

Expected Frequency of Course Offerings:
Every Semester *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Gilmour Jope	**Date approved:**	February 28, 2019
Faculty Council approval	**Date approved:**	March 8, 2019
Dean/Associate VP: Sue Brigden	**Date approved:**	March 8, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

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

- effectively preview, skim, and scan academic texts
- recognize and restate logical structure within text (thesis, main ideas, supporting details)
- take unguided notes from text using annotations, paraphrasing, outlines, & graphic organizers
- infer the meaning of unknown words through context and use of collocations
- integrate ideas from multiple sources
- use the critical reading skills to distinguish between fact and opinion, identify writer purpose and tone, recognize points of view and bias, evaluate arguments, make inferences, and evaluate source reliability
- choose appropriate reading strategies according to purpose

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

A good deal of the reading assignments and activities for the course may be assigned as homework. Most class time will be used for addressing and extending specific reading skills through analyses of texts. Whole class, small group, partner, and/or individual activities will be used to help students develop and improve their reading skills. Students will be expected to compete supervised and independent online work to consolidate and extend the skills taught in class.

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Langan, J.	Ten Steps to Advancing College Reading Skills	☒	Townsend Press	
2.	Adams & Brody	Reading Beyond Words	☒	Harcourt Brace Pub	
3.	Mikulecky, B. & Jeffires, L	Advanced Reading Power	☒	Pearson Longman	
4.	Miller, J. & Cohen, R.	North Star 5: Reading and Writing	☒	Pearson Longman	
5.	wier, L., & Vosters, M.	University Success Transition Level Reading with MyEnglishLab	☒	Pearson	

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	40%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Authentic, academic-level multi-paragraph reading passages from a range of disciplines for the:

- consolidation of previewing, skimming, and scanning skills
- identification of thesis, main ideas, and supporting details, transitions, patterns of organization
- comprehension of graphic information
- making of inferences related to text content and vocabulary meaning
- integration of appropriate reading strategies for different reading purposes
- development of independent, unguided annotation and note-taking skills
- development of efficient reading speed while maintaining good comprehension
- differentiation between fact and opinion
- analysis of author purpose, tone, point of view and bias

Memo for Course Changes

To: FACE Curriculum Committee, FACE Faculty Council, UEC Screening Subcommittee, CWC, UEC

From: Gilmour Jope, English Language Studies Department Head

Date: February 20, 2019

Subject: Proposal for revision of EAP 084

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: This change provides much-needed support for bridge-level EAP writing students by improving their reading and critical thinking skills alongside their writing and grammar skills. As a co-requisite to EAP 084, EAP 080 will provide students with extensive examples of academic writing for analyses while developing undergraduate-level vocabulary.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N.A.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? None.
6. What consideration has been given to indigenizing the curriculum? Appropriate Indigenous texts could be used to support the course learning outcomes.
7. If this course is not eligible for PLAR, explain why: N.A.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value N.A.
   b. Class size limit N.A.
   c. Frequency of offering N.A.
   d. Resources required (labs, equipment) N.A.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No.
10. Estimate of the typical costs for this course, including textbooks and other materials: ~$100.00

CWC comments and responses:

- Is there evidence that UFV student outcomes are better for students who take both EAP 084 and R80?

  Please see our rationale for the change in the EAP 084 Memo for Course Changes. There is substantial evidence linking the development of reading and writing skills across the educational literature and this link is recognized in EAP programming and policy at many post-secondary institutions in BC. While some colleges and universities follow a more broadly "integrated skills" curriculum model (e.g., Kwantlen and VCC), others directly support the study of writing with the study of reading (e.g., Capilano and Thompson Rivers). Both approaches reflect the importance of integrating the development of L2 skills - particularly at an advanced EAP level - and recognize the contact hours that are necessary to do so.

- The UFV English admission requirements identify EAP 084 C+ as meeting the diploma/degree level proficiency. Will these requirements need to be changed? If not, what would be the consequence if students succeeded at EAP 084 and did poorly in R80?

  We are not suggesting a change to this admission requirement - students would simply need to complete EAP 080 with a passing grade as a co-requisite to passing EAP 084, regardless of their reasons for taking the course or final letter grade.

- A significant number of students need 9 university-level credits to meet Arts/Gen. Studies (GS) program admission requirements. Currently, students can meet this requirement while upgrading English in one semester of Qualifying Studies (QS) (i.e. EAP 084 level).

  With the proposed change, students would no longer be able to complete these 9 university credits as well as EAP 084 & R80 (also 9 credits) in one semester as QS students. This means that their Letters of Acceptance would need to indicate two semesters of upgrading, which could negatively affect Study Permit approval rates for Arts/GS-bound international students admitted to QS (i.e. EAP 084 level).

We see this change as an important step towards better supporting all of our bridge-level EAP students and preparing them for undergraduate-level studies. This change also aligns well with recent recommendations made by the International Task Force on Student Success at Senate's June 7, 2019 meeting, specifically that UFV "radically revise the Foundations Program… requiring strong language support and academic skill development", develop a "prescribed entry curriculum", and implement "registration systems so that students who require upgrading would not be allowed to enroll in courses that are beyond their skill level with a goal to maximize chance of success" (p.8).

Of course, we are not in a position to make these kinds of "radical" revisions. What we can do is to make recommendations based on current educational thought and best practices to better support our domestic and international students with their English language studies.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2023
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EAP 084	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Writing for Academic Success: University Bridge Level **Course Short Title:** University Bridge Writing	
Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** English Language Studies

Calendar Description:

Planning and writing essays for typical undergraduate level writing assignments that require reading, references, quotations, paraphrases, summaries, in text source citation, and bibliographies. Editing and revising for consistent clarity of meaning, expression, style, and tone.

Note: Students with credit for ESL WG84 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 074 (formerly ESL WG74), or placement by ESL assessment, or evidence of any test score or course grade listed under the Entry-level post-secondary English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	EAP 080.

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: ESL WG84
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	76
Tutorials/workshops	
Supervised laboratory hours	14
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**90**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 20

Expected Frequency of Course Offerings:
Every semester *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Gilmour Jope	**Date approved:** February 28, 2019
Faculty Council approval	**Date approved:** March 8, 2019
Dean/Associate VP: Sue Brigden	**Date approved:** March 8, 2019
Campus-Wide Consultation (CWC)	**Date of posting:** June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:** August 29, 2019

Learning Outcomes:

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

- Write a range of correct sentence types and paragraphs using a variety of strategies and structures
- Write extended compositions that are free of major grammatical, structural, or mechanical errors and that show appropriate use of tone, mood, phrasing, and stylistic conventions
- Write clearly developed short essays to a variety of essay prompts using various forms of development
- Produce a library research paper that will include selecting and applying a range of research and writing strategies

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

A process approach to writing which may include pre-writing strategies, revising, editing, and publishing. Group and individual instruction including regular student/teacher conferences. Group discussions, critiques, and editing. Online components for practice exercises, research activities, and collaborative activities. Audio and video instructional material.

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Fournier, P.	Blueprints: A Guide to Correct Writing	☒	ERPI	
2.	Maurer, J.	Focus on Grammar (5). An Integrated Skills Approach	☒	Pearson	
3.	Dollahite, N & Haun, J.	Sourcework: Academic Writing From Sources	☒	Global ELT	
4.	Norloff, C., & Renehan, A.	University Success Transition Level Writing with MyEnglishLab	☒	Pearson	
5.			☒		

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Field experience:	%	Portfolio:	20%
Midterm exam:	20%	Project:	30%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Writing

- Use clear organizational structure when writing paragraphs and essays, such as thesis statements, topic sentences, supporting details and conclusions
- Use appropriate discourse patterns to respond to different kinds of writing prompts
- Select, synthesize, and integrate multiple sources of information into text using in-text citations, quotations, paraphrases, and summaries
- Use a wide range of cohesion links in the production of complex, multi-clause sentences, as well as links between sentences and paragraphs
- Follow the writing process, including pre-writing (such as generating ideas through concept-mapping), writing an outline, writing various drafts, and rewriting after editing
- Create a properly formatted references page
- Use word-processing skills for composing, revising, editing, and formatting texts for print or electronic submission

Grammar

- Use complex grammar and syntax structures (such as past conditionals, past or future perfect passive, perfect or past infinitives and subordinate adverbial clauses) to convey meaning effectively and precisely
- Control grammatical and syntactical accuracy, punctuation, paragraphing, etc.
- Use a wide range of vocabulary, word forms, and phrases with accuracy and appropriate academic register

Memo for Course Changes

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: April 12, 2019

Subject: Discontinuation of HSER 129, HSER 127, and HSER 229

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☒ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Discontinuation of HSER 127, HSER 129, and HSER 229 – the same rationale applies to all three courses

   In the 2019-20 budget year, the Dean of Professional Studies gave approval to the School of Social Work and Human Services to hire a Practicum Placement Coordinator for the School's Human Services programs, which include the Social Services diploma (Generalist and First Nations) and the Community Support Worker certificate (regular and dual credit streams). This position will have duties similar to those of the Field Education Coordinator, who provides field education coordination to the Bachelor and Master of Social Work degrees.

   The purpose of these three pre-placement seminars has always been to prepare program students for practicum placement in the following semester, including meeting individually with students, helping with resume preparation, practicing interviewing skills, and matching students with practicum placements in community-based schools and agencies.

   The position of Practicum Placement Coordinator will be posted in spring 2019 with an expected start date of August 2019. This means that there will be a professional employee in the School who will effectively do the work that was accomplished by a variety of permanent and sessional faculty members who taught HSER 127, 129, and 229. The lack of coordination between sections and programs because of the many instructors involved in placing these students has led to overlap, confusion, and lack of continuity. It has also made it difficult to follow students' progress in the field from one year to another and from one program to the next.

Consequently, the School has not timetabled any sections of 127, 129, or 229 in the 2019-20 academic year. This is a result of an agreement reached between the Director of the School of Social Work and Human Services, Dr. Margaret Coombes, and the Registrar, David Johnston, at a meeting held on January 14, 2019. The School accepted the Registrar's recommendation that these courses not be timetabled and that the relevant learning outcomes for these courses be moved to the following practicum courses, HSER 130, HSER 131, and HSER 230. Separate memos describing these changes accompany those course outlines. Given the notice period required for a course to be removed from the curriculum, program students will be provided with a waiver for whichever of these pre-placement seminar courses they require in order to graduate.

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

   The relevant learning outcomes from these pre-placement seminars will be moved to the practicum courses.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)?

   The Dean of Professional Studies, the School's Academic Advisor, the Human Services Committee, the School of Social Work & Human Services, the Student Social Work Association, and the University Registrar.

6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: None
   a. Credit value N/A
   b. Class size limit N/A
   c. Frequency of offering N/A
   d. Resources required (labs, equipment) N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials. N/A

CWC comment and response:

- Program change will be required in order to remove HSER 129 and 229 from the Social Services diploma and Social Services diploma – First Nations option.

  Several program changes, approved by the Faculty of Professional Studies, have recently been submitted to UEC for campus-wide consultation.

Memo for New Course

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: May 28, 2019

Subject: Proposal for new course HSER 140: Introduction to Human Services with Indigenous Peoples

1. Rationale for new course.

   In alignment with UFV's Institutional Learning Outcomes and the Calls to Action of the Truth and Reconciliation Committee, the Human Services Committee of the School of Social Work and Human Services is committed to indigenizing the curriculum of the Social Services diploma program. One of the areas that has been identified is the need for an introductory course on working with Indigenous Peoples in human services. The proposed course lays the foundation for students to learn about cultural safety, Indigenous-settler relationships, and differing worldviews. Through increasing understanding of colonization, the impacts of the Indian Act and residential schools, and current realities faced by Indigenous Peoples, students will be able to apply a critical lens to all of their learning. This course will provide students with the knowledge and skills to work directly with Indigenous Peoples in social service settings.

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

   HSER 140 will become a required first year course in the program and will replace the data manipulation course requirement, which will be removed from the program in alignment with the decision of the Bachelor of Social Work degree to remove the statistics pre-requisite.

   Note: *Adding this course to a program will usually require a program change request.*

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

   The learning outcomes of HSER 140 are:

   - Explain the history of human services as it relates to the Indigenous Peoples of Canada, from point of contact to the present (e.g., the impact of residential schools, child welfare, and the 1960s scoop)
   - Critically examine Indigenous-settler relationships
   - Differentiate between Indigenous and other worldviews
   - Examine the effects of the *Indian Act*, treaties, and unceded territories (e.g., intergenerational trauma)
   - Analyze societal portrayals of Indigenous Peoples
   - Explore Indigenous resistance strategies, resilience, and healing
   - Explain the necessity and importance of protocols for practice with Indigenous Peoples
   - Develop culturally safe practices
   - Critically examine decolonization and the implementation of the Truth and Reconciliation Commission's Calls to Action

The learning outcomes for the Social Services diploma include preparing students to work in front-line social service roles as well as provide a solid academic foundation for students who intend to carry on in their studies and work towards a degree.

Because Indigenous Peoples are over-represented in social service settings, students are expected to have the knowledge and skills to understand how Indigenous Peoples have been affected by colonization, the issues that lead to the over-representation, and how to work in culturally safe ways.

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

5. Which program areas have been consulted about the course?

   The Dean of Professional Studies, the Human Services Committee, the School of Social Work and Human Services, the Indigenous Curriculum Committee, and the Student Social Work Association.

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

7. What consideration has been given to indigenizing the curriculum?

   The course is directly responsive to the TRC's Calls to Action. The course is grounded in Indigenous histories, ways of knowing and being in the world, and will fully embrace Indigenous epistemologies, as evidenced in the *Learning Outcomes and Course Content and Topics*. Additionally, the course relies on participatory and experiential learning, which underpins Indigenous learning methods.

8. If this course is not eligible for PLAR, explain why: This course will be eligible for PLAR.

9. Explain how each of the following will affect the budget for your area or any other area:
   a. Credit value – 3 credits
   b. Class size limit – 24
   c. Frequency of offering – Annually
   d. Resources required (labs, equipment) – Honoraria for Elders and Indigenous Knowledge Keepers

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    Field trips will be a requirement. If there is a cost attached, the students will pay their portion.

11. Estimate of the typical costs for this course, including textbooks and other materials: Tuition for a 3-credit course and a textbook or course pack of approximately $100.

CWC comments and responses:

- Can further evidence of consultation with the Indigenous Studies Curriculum Committee be provided?

  Confirmation has been forwarded to the UEC Assistant, confirming our request to attend as well as feedback received at and after the meeting.

- Texts: can some examples of typical coursepack content be provided?

  This course is brand new and will be taught by an Indigenous scholar; therefore, we do not want to impose a 'recommended' set of readings on the instructor. Future editions of the course outline may include examples but it is our understanding that this category is not under UEC's authority. Please correct us if we are wrong in that understanding.

ORIGINAL COURSE IMPLEMENTATION DATE: January 2020
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 140	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Indigenous-Centred Human Services
Course Short Title: Indigenous-Centred Human Serv.
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Professional Studies	**Department (or program if no department):** Social Work & Human Services

Calendar Description:

Introduces the history of human services as it relates to the Indigenous Peoples of Canada from point of contact to the present. Students are prepared to work with Indigenous Peoples in culturally safe ways, exploring Indigenous-settler relationships and differing worldviews.

Note: Fieldtrips outside of class time are required.

Prerequisites (or NONE):	Admission to the Social Services diploma.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	HSER 120 and SOWK 110.

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	30
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	15
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☐ No ☒ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 24

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Margaret Coombes	**Date approved:**	February 1, 2019
Faculty Council approval	**Date approved:**	May 10, 2019
Dean/Associate VP: Tracy Ryder-Glass	**Date approved:**	May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes

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

1. Explain the history of human services as it relates to the Indigenous Peoples of Canada, from point of contact to the present (e.g., the impact of residential schools, child welfare, and the 1960s scoop)
2. Critically examine Indigenous-settler relationships
3. Differentiate between Indigenous and other worldviews
4. Examine the effects of the *Indian Act*, treaties, and unceded territories (e.g., intergenerational trauma)
5. Analyze societal portrayals of Indigenous Peoples
6. Explore Indigenous resistance strategies, resilience, and healing
7. Explain the necessity and importance of protocols for practices with Indigenous Peoples
8. Develop culturally safe practices
9. Critically examine decolonization and the implementation of the Truth and Reconciliation Commission's Calls to Action

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lectures, experiential activities, field trips, and guest speakers

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		Coursepack	☐		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Field experience:	10%	Portfolio:	%
Midterm exam:	%	Project:	40%	Practicum:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Indigenous history–Blanket Exercise
2. Indian Act and Treaties
3. Indigenous and other worldviews
4. Field trip to former residential school
5. Residential schools, child welfare, the 1960s scoop
6. Indigenous-Settler relations
7. Field trip to longhouse
8. Representations of Indigenous Peoples (e.g., media)
9. Protocols and Indigenous practices
10. Culturally safe practices
11. Reconciliation and the Truth and Reconciliation Commission's Calls to Action
12. Self-decolonization
13. Participation in other Indigenous cultural events

Memo for Course Changes

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: April 12, 2019

Subject: Proposal for revision of HSER 130

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   With the hiring of a Practicum Placement Coordinator for Human Services expected in August 2019, three pre-placement seminar classes are being removed from the curriculum of the Social Services diploma and Community Support Worker certificate programs. The changes to this practicum course outline reflect that shift in a number of ways.

   With the removal of HSER 129 as a prerequisite, admission to the Social Services diploma program has been added to ensure that only admitted program students may register for practicum.

   The total number of hours has been increased from 215 to 230 to reflect the increase from 6 to 7 credits. At the Registrar's suggestion, the 30 hours that are in addition to the 200 practicum hours are now reported under "Other hours".

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Two learning outcomes have been added from the discontinued HSER 129 and two others have been modified for the same reason.

   The word "agency" has been changed to practicum "setting" throughout the outline to reflect the fact that many of our students complete their practica in community-based schools.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)?

   The Dean of Professional Studies, the School's Academic Advisor, the Human Services Committee, the School of Social Work and Human Services, the Student Social Work Association, and the Registrar.

6. What consideration has been given to indigenizing the curriculum? A learning outcome discussing the similarities and differences between social work and Indigenous ethics is included.

7. If this course is not eligible for PLAR, explain why: This course remains eligible for PLAR.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value: The increase from 6 to 7 credits will compensate for the removal of HSER 129 (1 credit) from the curriculum.
   b. Class size limit

      The class size limit is lowered from 18 to 16 to be consistent with the Bachelor of Social Work degree program. All Social Services diploma and Bachelor of Social Work practicum sections are now capped at 16 and is balanced by increasing the class size in another course. This has been budgeted and approved by the Dean of Professional Studies and was implemented in 2018-19.
   c. Frequency of offering N/A
   d. Resources required (labs, equipment) N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: No textbook required but students are responsible for their transportation between home and their practicum site.

CWC comment and response:

- What are the 30 "other hours"? Suggest moving these to "tutorials/workshops".

  Our recollection is that the Registrar suggested we put the 30 hours under the category of 'other'; however, we are open to putting them under 'tutorial/workshops' or elsewhere. The 30 hours refer to the mandatory seminar class and required journalling that accompany the practicum (these are different than the pre-placement seminars that are being removed from the curriculum). Therefore, perhaps we should put 18 hours under "seminars" and 12 hours under "other" or elsewhere?

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 1991
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2023
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 130	**Number of Credits: 7** Course credit policy (105)
Course Full Title: Social Services Practicum I **Course Short Title:** *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Social Work and Human Services
Calendar Description: 200-hour supervised field experience in a social service or school setting. Students attend a seminar that integrates theory and practice, Indigenous and professional codes of ethics, work/life balance, and personal wellness.	
Prerequisites (or NONE):	Admission to the Social Services diploma, HSER 120, and one of (CMNS 125 or ENGL 105).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	SOWK 110.

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **SSSW 130**
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	18
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	200
Supervised online activities	
Other hours:	12
Total hours	**230**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See bctransferguide.ca.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☐ Letter Grades ☒ Credit/No Credit

Maximum enrolment (for information only): 16

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Margaret Coombes, Director	**Date approved:** February 1, 2019
Faculty Council approval	**Date approved:** May 10, 2019
Dean/Associate VP: Tracy Ryder-Glass	**Date approved:** May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:** June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:** August 29, 2019

Learning Outcomes:

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

1. Define the nature and purpose of practica in the field of social services
2. Demonstrate professionalism by adhering to the policies and procedures of the practicum setting
3. Differentiate between personal and professional values
4. Identify tensions between practicum setting policies and professional obligations
5. Critically reflect on topics such as professional ethics, boundaries and self-care
6. Describe professional and cultural codes of ethics in human services practice
7. Establish and work towards achieving learning goals in the practicum setting
8. Articulate the role of supervision and identify the student's and supervisor's learning and supervision styles for interactive supervision
9. Examine team dynamics and work effectively within the practicum setting structure
10. Articulate the social justice issues of the practicum setting's client population
11. Examine cultural diversity as it relates to the practicum setting

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	SWHS	Field Practice Guidelines	☒	UFV	
2.	BCCSW	Social Work Code of Ethics and Standards of Practice	☒	BCCSW	
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	70%	Journals:	10%
Quizzes/tests:	%	Lab work:	%	Seminar Participation:	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Introduction to practicum and seminar expectations and methods of student evaluation
2. Professional and Indigenous codes of ethics, including the role of confidentiality
3. Students' learning objectives and practicum settings' learning opportunities
4. Roles and expectations of effective supervision in the practicum setting
5. Personal and professional values and the helping relationship
6. Cultural humility and diversity in the practicum setting
7. Boundaries and self-care
8. Student-led discussion of practicum-related issues
9. Evaluation of the practicum placement

Memo for Course Changes

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: April 12, 2019

Subject: Proposal for revision of HSER 131

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☒ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☒ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   With the hiring of a Practicum Placement Coordinator for Human Services expected in August 2019, three pre-placement seminar classes are being removed from the curriculum of the Social Services diploma and Community Support Worker certificate programs. The changes to this practicum course outline reflect that shift in a number of ways.
   The calendar description has been changed to mirror the calendar description of HSER 130. HSER 131 is the equivalent level of practicum in the certificate program as HSER 130 is in the diploma program.

   Pre- and corequisites have been clarified. With the removal of HSER 127 as a prerequisite, admission to the School and Community Support Worker certificate program has been added to ensure that only admitted program students may register for practicum. Successful completion of HSER 190 in the first semester prior to practicum placement has been added, and first aid requirements have been clearly spelled out. The course code “HSER” for pre- or co-requisites 195 and 196 have been added. CMNS 155 is removed as a prerequisite because the course no longer exists.

   Typical Structure of Instructional Hours has been changed from 250 to 230. This mirrors the hours of HSER 130 and reflects actual practice. In particular, students are required to complete journaling and other assignments, which do not count towards the total number of hours. At the Registrar’s suggestion, the 30 hours that are in addition to the 200 practicum hours are now reported under

"Other hours".
Frequency of course offering is changed to Annually to permit the School to offer the course in any semester where there is sufficient demand.
Typical instructional methods were updated to reflect current practice. A required textbook was removed as it has been in all other HSER practicum courses. Evaluation methods were added.

Typical course content and topics have been updated to mirror HSER 130 and to reflect current practice.

Throughout the outline, the word "agency" has been replaced with "setting" to reflect the fact that the majority of students complete their practicum in community-based schools.

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

   Learning outcomes have been updated to reflect current practice. Two learning outcomes have been added from the discontinued HSER 127 and two others have been modified for the same reason.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)?

   The Dean of Professional Studies, the School's Academic Advisor, the Human Services Committee, the School of Social Work and Human Services, the Student Social Work Association, and the Registrar.

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

   A learning outcome discussing the similarities and differences between social work and Indigenous ethics is included.

7. If this course is not eligible for PLAR, explain why.
   A rationale for why PLAR is not available in the course was added. As there is only one practicum in the certificate program, it is not eligible for PLAR. "Part of the practicum" has been removed as being eligible for PLAR. No one in the School understands what this was ever intended to mean, it does not take place, and all students in the School must complete at least one practicum in order to graduate from their program.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

a. Credit value: Some of the learning outcomes from HSER 127 (formerly one credit) have been moved to HSER 131. As a result, HSER 131 increases from 6 credits to 7. This decision was made in consultation with the University Registrar because of the approval to hire a Practicum Placement Coordinator, whose responsibilities will include some but not all of the learning outcomes associated with HSER 127.
b. Class size limit N/A
c. Frequency of offering N/A
d. Resources required (labs, equipment) N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials:

No textbook. Students are responsible for their transportation between home and their practicum site.

CWC comments and responses:

- Should this course have a more descriptive title than "Practicum", to better distinguish it from HSER 130 ("Practicum I") and HSER 230 ("Practicum II")? Perhaps "SCSW Practicum"? This may also be a good opportunity to retitle HSER 130 and 230 as "Social Services Practicum I" and "Social Services Practicum II".
  We agree with these suggestions, particularly in light of the fact that the BSW program recently changed the naming of its practicum courses to "BSW Practicum I and II. Therefore, the new names would be SCSW Practicum, Social Services Practicum I, and Social Services Practicum II.

- SOWK 110, HSER 120, and CMNS 155 were required prerequisites for HSER 127. Since some of the content of that course is being moved into this course, should those prerequisites also be added?
  We agree with this suggestion, however, students in this program will now be given a choice between CMNS 125 (155 is no longer offered) and ENGL 105. SOWK 110 and HSER 120 should remain pre-requisites, as you have suggested.

- What are the 30 "other hours"? Suggest moving these to "tutorials/workshops".
  Our recollection is that the Registrar suggested we put the 30 hours under the category of 'other'; however, we are open to putting them under 'tutorial/workshops' or elsewhere. The 30 hours refer to the mandatory seminar class and required journalling that accompany the practicum (these are different than the pre-placement seminars that are being removed from the curriculum). Therefore, perhaps we should put 18 hours under "seminars" and 12 hours under "other" or elsewhere?

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: March 1990
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 131	**Number of Credits:** 7 Course credit policy (105)
Course Full Title: SCSW Practicum **Course Short Title:** *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Social Work and Human Services
Calendar Description: 200-hour supervised field experience in a community inclusion or school setting. Students attend a seminar that integrates theory and practice, Indigenous and professional codes of ethics, work/life balance, and personal wellness.	
Prerequisites (or NONE):	Admission to the School and Community Support Worker certificate, HSER 120, HSER 190, SOWK 110 and valid First Aid Certificate (Red Cross Basic Life Support, Occupational First Aid Level 1, or St. John Ambulance Standard First Aid).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	HSER 192, HSER 195, and HSER 196.

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **SSSW 131**
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	18
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	200
Supervised online activities	
Other hours:	12
Total hours	**230**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☐ Letter Grades ☒ Credit/No Credit

Maximum enrolment (for information only): 24

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Margaret Coombes	**Date approved:**	March 1, 2019
Faculty Council approval	**Date approved:**	May 10, 2019
Dean/Associate VP: Tracy Ryder Glass	**Date approved:**	May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

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

1. Define the nature and purpose of practicum as it relates to community inclusion
2. Critically reflect on topics such as professional ethics, boundaries, and self-care
3. Demonstrate professionalism by adhering to the policies and procedures of the school or practicum setting
4. Differentiate between personal and professional values
5. Identify tensions between practicum setting's policies and professional obligations
6. Describe Indigenous and professional codes of ethics in human services practice
7. Establish and work towards achieving learning objectives in the practicum setting
8. Identify the student's and supervisor's preferred learning and supervision styles
9. Demonstrate awareness of team dynamics and work effectively within the practicum setting's structure
10. Articulate the social justice issues of the practicum setting's client population
11. Examine cultural diversity as it relates to the practicum setting

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because students must complete a practicum at the end of this program.

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

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.					
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	70%	Other: Journals	10%
Quizzes/tests:	%	Lab work:	%	Seminar Participation:	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Introduction to practicum and seminar expectations and methods of student evaluation
2. Profesional and Indigenous codes of ethics including the role of confidentiality
3. Students' learning objectives and practicum settings' learning opportunities
4. Roles and expectations of supervision in the practicum setting
5. Personal and professional values and the helping relationship
6. Cultural humility and diversity in the practicum setting
7. Boundaries and self-care
8. Student-led discussion of practicum-related issues
9. Evaluation of the practicum placement

Memo for Course Changes

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: March 8, 2019

Subject: Proposal for revision of HSER 200 Counselling Skills

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☒ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☒ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   The changes to the course title and learning outcomes were necessary to align with recently approved changes to the pre-requisite course, HSER 120, and move away from the assumption that students are learning to be “counsellors” or training in “counselling”, which is terminology typically associated with clinical practice requiring graduate level education and specialized training under clinical supervision. It is the program’s goal to see students develop a more diverse and applicable set of helping skills that can be directly applied to a wider array of practice settings as opposed to a traditional “counselling” setting. These practice settings may include various social service agencies, community outreach programs, schools, community or residential settings, and formal government institutions.

   The reduction in classroom hours from 60 to 45 reflects the actual hours students spend - and have always spent - in the classroom. Previous versions of this official course outline refer to the 15 additional hours as either "student interaction" or "other". I speculate that this may have referred to a time when Program Assistants worked in the classroom with the instructor and assisted students with their skills demonstration video recordings (at the time there were two recordings). This involved having students videotape their interviews outside of classroom hours and receive feedback from the program assistant at that time. The practice of having Program Assistants in the classroom ended well over ten years ago. Those involved in the creation of these earlier official course outlines have long since retired so cannot be asked for further explanation.

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

The updated learning outcomes focus on instructing students in using a client-centered approach within the helping relationship. This approach is developed and fostered through the use of specific interpersonal skills that aim to establish therapeutic rapport within the helping relationship, which is built on trust, mutual respect, and the belief that they are the expert in their own life. In other words, the course strives to teach students that clients are best suited to encourage positive change as human service workers acting as facilitators of change through effective use of relationship building, empowerment, advocacy, and recognition of self-determination. We instruct students on how to interview and assess clients in a collaborative process of problem exploration and identification, realistic goal setting, and brief action planning. It is believed that these learning outcomes are more in line with the skill development and practice lens required of human services workers as opposed to traditional "counselling" skills.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A

5. Which program areas have been consulted about the change(s)?

   Consultation, collaboration, and review has taken place with the Human Services Committee, faculty members in the School of Social Work and Human Services faculty, as well as the School's Academic Advisor and the School's Community Advisory Council.

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

   A specific learning outcome has been developed where students will be able to demonstrate appropriate cultural awareness, skills, and knowledge, including Indigenous perspectives.

7. If this course is not eligible for PLAR, explain why. N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value: N/A
   b. Class size limit: N/A
   c. Frequency of offering: Changed to annually to allow the School to offer the course in any semester for which there is sufficient demand.
   d. Resources required (labs, equipment): N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials:

    Approximately $125 for one required textbook.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 94
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 200	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Interview and Assessment Skills for Human Services
Course Short Title: Interview and Assessment Skills
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Social Work and Human Services

Calendar Description:

Students will learn beginning competencies in models of interviewing, assessment, and intervention. Students will be expected to practice interpersonal communication skills in the context of a helping relationship, engage in reflective practice, and explore personal experiences as they relate to their own worldview, values, and ethics.

Prerequisites (or NONE):	HSER 120.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	30
Tutorials/workshops	15
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit outline for (re)articulation:
☐ No ☒ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 24

Expected Frequency of Course Offerings: Annually
(Every semester, Fall only, annually, etc.)

Department / Program Head or Director: Margaret Coombes	**Date approved:**	February 1, 2019
Faculty Council approval	**Date approved:**	May 10, 2019
Dean/Associate VP: Tracy Ryder Glass	**Date approved:**	May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

Upon successful completion of this course students will:

- Engage in reflective practice in the context of the helping relationship
- Demonstrate awareness of how personal and professional values influence the helping relationship
- Apply professional codes of ethics to practice
- Understand the theoretical foundations of human services
- Demonstrate the skills of client-centered interviewing, assessment, and intervention
- Ask effective and timely questions in order to develop insight and understand the context of a client's situation
- Use silence and self-disclosure appropriately
- Demonstrate the ability to empower clients in a structured process of goal setting and action planning
- Utilize appropriate documentation formats, including developing clinical impressions
- Demonstrate appropriate cultural awareness, skills, and knowledge, including Indigenous perspectives

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lectures, Presentations, Reflective Practice Activities, Direct Skills Practice Demonstration

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	O'Hara, A., Weber, Z. & Levine, K.	*Skills for human service practice*	☒	Oxford	
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	15%	Project:	40%	Practicum:	%	Preparation/engagement/ participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Review of HSER 120: Interpersonal communication skills, core conditions, worldview
2. Developing reflective practice: Self-knowledge and professional identity
3. Ethics and values: Professional codes of ethics and standards of practice
4. Client-centered practice; Stages of the helping relationship
5. Theoretical foundations of human services
6. Micro-skills of interviewing and developing a therapeutic rapport
7. Conducting assessments: Documentation and clinical impressions
8. Goal setting and action planning; Solution focused & strengths based
9. Stages of change, motivational interviewing, brief action planning
10. Culturally safe practice: Awareness, knowledge, and skills
11. Risk assessments and safety planning
12. Working with interdisciplinary teams
13. Advocacy and referral: Knowledge of community resources

Transfer Credit Request Form

Please fill out this form if transfer credit should be requested.

Institution code	Full Institution name	Transfer credit exists	Request transfer credit
AI	Art Institute of Vancouver	☐	☐
ALEX	Alexander College	☐	☐
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☐
CAPU	Capilano University	☐	☐
CNC	College of New Caledonia	☒	☒
COTR	College of the Rockies	☒	☒
COLU	Columbia College	☐	☐
COQU	Coquitlam College	☐	☐
DOUG	Douglas College	☒	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☐
JIBC	Justice Institute of BC	☐	☐
KWAN	Kwantlen Polytechnic University	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☐
NIC	North Island College	☐	☒
NLC	Northern Lights College	☐	☒
NWCC	Northwest Community College	☐	☒
OC	Okanagan College	☐	☒
SFU	Simon Fraser University	☐	☐
TRU	Thompson Rivers University	☐	☒
TRU-OL	Thompson Rivers University, Open Learning	☒	☒
TWU	Trinity Western University	☒	☒
UBC	University of British Columbia- Vancouver Campus	☐	☐
UBCO	University of British Columbia- Okanagan Campus	☐	☐
UCW	University Canada West	☐	☐
UNBC	University of Northern BC	☐	☐
UVIC	University of Victoria	☐	☐
VCC	Vancouver Community College	☐	☒
VIU	Vancouver Island University	☐	☒

Langara - Request Transfer Credit if possible

Visit www.bccat.ca/articulate/additions/upperpolicy for a list of the institutions that will articulate upper-level courses. For further information on identifying appropriate receiving institutions, please see the following webpage: http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241

Memo for Course Changes

To: Dr. Eric Spalding, Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: April 12, 2019

Subject: Proposal for revision of HSER 230

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   With the hiring of a Practicum Placement Coordinator for Human Services expected in August 2019, three pre-placement seminar classes are being removed from the curriculum of the Social Services diploma and Community Support Worker certificate programs. The changes to this practicum course outline reflect that shift in a number of ways.

   With the removal of HSER 229 as a prerequisite, admission to the Social Services diploma program has been added to ensure that only admitted program students who have also completed HSER 130 may register for HSER 230.

   The total number of hours has been increased from 215 to 230 to reflect the increase from 6 to 7 credits. At the Registrar's suggestion, the 30 hours that are in addition to the 200 practicum hours are now reported under "Other hours".

   Currently in the approval process, an additional prerequisite course, HSER 140: Introduction to Human Services with Indigenous Peoples, has been added. This new required first year course must be taken in the first year of the program so that when students enrol in their practicum placements they will have already taken the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
   Two learning outcomes have been added from the discontinued HSER 229.

   The word “agency” has been changed to practicum “setting” throughout the outline to reflect the fact that some of our students complete their practica in community-based schools.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? The Dean of Professional Studies, the School’s Academic Advisor, the Human Services Committee, the School of Social Work and Human Services, the Student Social Work Association, and the Registrar.

6. What consideration has been given to indigenizing the curriculum? A learning outcome discussing the similarities and differences between social work and Indigenous ethics is included.

7. If this course is not eligible for PLAR, explain why: This course remains ineligible for PLAR because PLAR credit is possible for HSER 130. All program students must complete at least one practicum prior to graduation.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value

      The increase from 6 to 7 credits will compensate for the removal of HSER 129 (1 credit) from the curriculum, resulting in no effect to the budget.
   b. Class size limit

      The class size limit is lowered from 18 to 16 to be consistent with the Bachelor of Social Work degree program. All Social Services diploma and Bachelor of Social Work practicum sections are now capped at 16. This has been budgeted and approved by the Dean of Professional Studies and was implemented in 2018-19.
   c. Frequency of offering N/A
   d. Resources required (labs, equipment) N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: No textbook required but students are responsible for their transportation between home and their practicum site.

CWC comments and responses:

- HSER 140 cannot be added as a pre/corequisite course until it is approved by UEC. Presumably that course will be approved at the same time as these changes, but this is worth noting just in case approval of HSER 140 is delayed.

  It is our intention to have this course approved at the same time as related program changes are approved. Those changes are currently before Campus Wide Consultation.

- What are the 30 “other hours”? Suggest moving these to “tutorials/workshops”.

  Our recollection is that the Registrar suggested we put the 30 hours under the category of 'other'; however, we are open to putting them under 'tutorial/workshops' or elsewhere. The 30 hours refer to the mandatory seminar class and required journalling that accompany the practicum (these are different than the pre-placement seminars that are being removed from the curriculum). Therefore, perhaps we should put 18 hours under "seminars" and 12 hours under "other" or elsewhere?

- If Indigenous content is being incorporated, should this also be added to the calendar description?

  This comment would need to be applied to the calendar description of each of our practicum course outlines and, indeed, to the calendar description of all of our course outlines. We believe it should be expected and is implied at a University whose goal is the indigenization of its curriculum and in a School that strongly supports this effort.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 1991
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2023
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSER 230	**Number of Credits:** 7 Course credit policy (105)
Course Full Title: Social Services Practicum II **Course Short Title:** *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Social Work and Human Services

Calendar Description:

200-hour supervised field experience in a social service or school setting, building on HSER 130. Students attend a seminar that integrates theory and practice, professional and cultural codes of ethics, work/life balance, and personal wellness

Prerequisites (or NONE):	Admission to the Social Services diploma and HSER 130.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	HSER 140, HSER 200, and SOWK 297.

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **SSSW 230**
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	18
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	200
Supervised online activities	
Other hours:	12
Total hours	**230**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☐ Letter Grades ☒ Credit/No Credit

Maximum enrolment (for information only): 16

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Margaret Coombes	**Date approved:**	October 26, 2018
Faculty Council approval	**Date approved:**	May 10, 2019
Dean/Associate VP: Tracy Ryder-Glass	**Date approved:**	May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

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

1. Practice effective and collaborative teamwork
2. Identify future learning goals
3. Actively participate in supervision as a collaborative learning opportunity
4. Practice effective verbal, non-verbal, and written communications
5. Critically examine topics such as professional ethics, boundaries, and self-care
6. Demonstrate cultural humility and respect for diversity
7. Apply knowledge, values, and skills learned in social services courses to the practicum
8. Critically assess practice through personal reflection and consultation
9. Promote social justice as it relates to social services
10. Articulate the relationship between social policy and the impact of social change on social services
11. Integrate theories and professional and Indigenous codes of ethics into practice

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because students must complete a practicum at the end of their program

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

Seminars, practicum experience, written journals, classroom discuss ion, small group activities, guest speakers, videos

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		Field Practice Guidelines	☒	UFV	
2.	BCCSW	Social Work Code of Ethics and Standards of Practice	☒	BCCSW	
3.			☐		
4.			☐		
5.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	10%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Journals:	10%	Practicum:	70%	Seminar Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Participation in seminars and completion of all assignments is required

Typical Course Content and Topics

1. Learning objectives in the practicum setting
2. Team dynamics within the practicum setting's structure
3. Student's and supervisor's preferred learning and supervision styles
4. Intersection of personal and professional values
5. Tensions between professional obligations and policies and procedures of the practicum setting
6. Indigenous and professional codes of ethics in human services practice
7. Social justice and the practicum setting's client population
8. Cultural diversity in the practicum setting
9. Student-led discussion of practicum-related issues
10. Evaluation of the practicum placement

Memo for Course Changes

To: FPS Curriculum Committee

From: Stasha Huntingford, BSW Chair

Date: April 29, 2019

Subject: Proposal for revision of SOWK 404

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   This course is due for review. These revisions update our course to the current state of social work research, and better aligns our course content with our accreditation standards.

   We also reviewed this research course in light of our decision to remove the entrance requirement of a statistics course for admission to the BSW program, this has been approved by Curriculum Committee and then Faculty Council in December 2018, expected to go to UEC March 2019.

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

   These revised learning outcomes are more in line with our accreditation standards (including nine core learning objectives), with the mission statement and principles of our program, as well as the current context of social work research.

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

   No.

5. Which program areas have been consulted about the change(s)?

   We have aligned the learning outcomes with the requirements for our professional accreditation exam, and our educational standards for accreditation of our program. These changes were approved by the BSW committee and the School of Social Work and Human Services.

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

   One of the required texts is specifically about Indigenous research methods, a second required text has chapters specific to Indigenous research, and learning outcome #6 addresses the need for students to have an understanding of past harms caused, and ways to build accountability with Indigenous people in the context of research.

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

   Not applicable.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

   a. Credit value

      No change.

   b. Class size limit

      Changed from 18 to 32, to reflect decision (made January 2018) about non-experiential class sizes.

   c. Frequency of offering

      No change, still twice annually.

   d. Resources required (labs, equipment)

      No change.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   No.

10. Estimate of the typical costs for this course, including textbooks and other materials:

    Required texts: Research as Resistance is ~$60 and Research is Ceremony is $25.

    Suggested text: Experience Research Social Change is ~$50

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1994
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SOWK 404	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Research Methods and Evaluation **Course Short Title:** Research Methods & Evaluation *(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Social Work and Human Services

Calendar Description:

Provides the fundamentals to understanding research in a social work context including composing a research question, applying research methods, preparing a literature review, critiquing evidence, and disseminating research.

Prerequisites (or NONE):	SOWK 330 or admission to the MSW program.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **SSSW 404**
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	45
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit outline for (re)articulation:
☐ No ☒ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 32

Expected Frequency of Course Offerings:
Annually

Department / Program Head or Director: Margaret Coombes	**Date approved:**	March 1, 2019
Faculty Council approval	**Date approved:**	May 10, 2019
Dean/Associate VP: Tracy Ryder Glass	**Date approved:**	May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 28, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

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

1. Critically evaluate research from social work and other disciplines.
2. Explore the relationship between research and current social work practice
3. Explain how anti-oppressive theories influence the context, design, methods, and implementation of research.
4. Explain foundational quantitative and qualitative data analysis methods.
5. Analyze the research design process, including data collection, data analysis, and implementation and dissemination of social work research.
6. Develop a literature review.
7. Develop a research question that is well defined, leads to the generation of knowledge, and matches the scope of the research design.
8. Explain how to establish and maintain relational accountability with communities such as Indigenous people.
9. Critique processes involved in research with an emphasis on articulating the harms caused by exploitative research with vulnerable populations.
10. Critically reflect on research ethics in the context of social work practice and the social work code of ethics.
11. Explain the influence of worldview and social location on the knowledge development process.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lectures, small group discussion, presentations, etc.

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Brown, L. & Strega, S	Research as resistance	☒	Canadian Scholars' Press	
2.	Wilson, S.	Research is ceremony: Indigenous research methods	☒	Fernwood Publishing	
3.	Reid, C., Greaves, L., and Kirby, S.	Experience Research Social Change: Critical Methods	☒	University of Toronto Press	
4.					
5.					

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	25%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project Group:	25%	Practicum:	%	Literature Review:	25%
Quizzes/tests:	25					Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. What is research? The role of worldview in measuring what we value and valuing what we measure
2. What are some ethical dimensions of research? Anti-oppressive approaches and the role of ethics boards
3. How do we design research? Developing research questions
4. How do we make sense of evidence? Qualitative and quantitative data analysis.
5. What do we know, and where are the gaps in what we know? Conducting a literature review
6. How do we pursue relational reciprocity in research? The spectrum of participation in research
7. Indigenous methodologies
8. How can we achieve the stated goals and mission of the UFV School of Social Work? Logic models
9. How do we define success? Who can best evaluate social work practice? Methods for ensuring evidence-based practice and collecting practice-based evidence.
10. Is research useful? Knowledge translation
11. How does research connect with social work practice and social justice?

Transfer Credit Request Form

Please fill out this form if transfer credit should be requested.

Institution code	Full Institution name	Transfer credit exists	Request transfer credit
AI	Art Institute of Vancouver	☐	☐
ALEX	Alexander College	☐	☐
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☐
CAPU	Capilano University	☐	☐
CNC	College of New Caledonia	☐	☐
COTR	College of the Rockies	☐	☐
COLU	Columbia College	☐	☐
COQU	Coquitlam College	☐	☐
DOUG	Douglas College	☐	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☐
JIBC	Justice Institute of BC	☐	☐
KWAN	Kwantlen Polytechnic University	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☒
NIC	North Island College	☐	☐
NLC	Northern Lights College	☐	☐
NWCC	Northwest Community College	☐	☐
OC	Okanagan College	☐	☐
SFU	Simon Fraser University	☐	☐
TRU	Thompson Rivers University	☐	☒
TRU-OL	Thompson Rivers University, Open Learning	☐	☐
TWU	Trinity Western University	☐	☐
UBC	University of British Columbia- Vancouver Campus	☐	☒
UBCO	University of British Columbia- Okanagan Campus	☐	☒
UCW	University Canada West	☐	☐
UNBC	University of Northern BC	☐	☒
UVIC	University of Victoria	☐	☒
VCC	Vancouver Community College	☐	☐
VIU	Vancouver Island University	☐	☒

Visit www.bccat.ca/articulate/additions/upperpolicy for a list of the institutions that will articulate upper-level courses.

For further information on identifying appropriate receiving institutions, please see the following webpage: http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241

Memo for Program Changes

To:

From: SWHS BSW Committee

Date: September 05, 2018

Subject: Program change (Bachelor of Social Work)

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

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

2. Rationale for change(s):

   After considerable deliberation, and a review of other Social Work programs nationally, SWHS decided to remove the STATS requirement for admission to the BSW. The decision is also seen as an opportunity to position ourselves more effectively with competing BSW programs as it reduces an admission barrier that many applicants, otherwise well qualified, have been reluctant to address.

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

   Program Learning Outcomes remain the same.

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

   The long-term plan is to replace the three (3) STATS credits with an Indigenous Studies course that will fully replace the STATS admission requirement by the 2021 admission cycle.

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

   No additional resources will be required.

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

   The change removes a significant barrier to the BSW Programs admission requirement, and is expected to have a positive impact on application numbers.

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

   No change in the number of credits required for admission to the BSW.

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

   There will be an adjustment to the prerequisite requirements for multiple courses. These minor changes will be submitted in a separate memo.

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

   There is the potential for some enrolment decline in the three UFV courses that meet the STATS requirement:

   PSYC 110 – Applied Statistical Analysis in Psychology (3 credits)

   STATS 104 – Introductory Statistics (4 credits)

   STATS 106 – Statistics 1 (4 credits)

   Both areas have been notified of the proposed change.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

CWC comments and responses:

- While the subcommittee supports removing barriers to entry, the rationale for removing the stats requirement seems incomplete. The Admission Office should be consulted on this proposal.

  Competing, BSW granting institutions, such as the University of Victoria, the University of British Columbia, Thompson Rivers University, the University of Calgary, and the Ryerson University do not have a stats requirement for their programs.

The Chair has emailed Delinah Marples to ensure consultation has taken place on this matter. This change was also presented at the Qualifying & Exploratory meeting January 17th 2019, and there were no outstanding issues raised.

- SOWK 404 is a required course in the BSW and still includes one of STAT 104, 106, or PSYC 110. Is the intention to change this prerequisite, or perhaps to include one of these courses as a program requirement?

  We have approved changes to the official course outline for 404 at the School meeting (March 1st 2019), these changes will next proceed to Curriculum Council. These changes include removing all prerequisites for this course. Learning objectives have been updated to reflect this change.

- What is equivalent to an FNST or IPK course?

  From UFV we accept FNST 091,101, 102, 201, 202, 230, 275, as well as IPK 092, 093, 100, 101, 102, 202, 277, 331, 332, 344, 386, 4012, 402, 403, 404, and 477. The School of Social Work, Human Services committee is working on the development of an introductory course about the history and contextual understandings necessary to working with Indigenous people. In terms of courses from other institutions, we would articulate courses from other institutions, such as
  - *First Nations and Indigenous Studies 100, 210 and 220 from the University of British Columbia,*
  - *First Nations studies 101, and 201 from Simon Fraser University*
  - *First Nations Studies 100, 200, 217 from the University of Northern British Columbia*

UNIVERSITY OF THE FRASER VALLEY
FACULTY OF PROFESSIONAL STUDIES

Office of Dean, Tracy Ryder Glass
Faculty of Professional Studies
Phone: 604-851-6341
Email: tracy.ryderglass@ufv.ca

Memo

To: **Senate Budget Committee**

From: **Tracy Ryder Glass, Dean – Faculty of Professional Studies**

Re: **Proposed change to the Bachelor of Social Work (BSW) degree admission requirements**

Date: **October 31, 2018**

The School of Social Work & Human Resources proposes to remove the STATS requirement for admission into the BSW.

There are no budgetary implications for this proposed revision within the School of Social Work & Human Services, and the Faculty of Professional Studies budgets.

The College of Arts has been consulted and a memo from Dr. Jacqueline Nolte, Dean, College of Arts is included separately.

UNIVERSITY OF THE FRASER VALLEY
COLLEGE OF ARTS

To: Margaret Coombes, Director, School of Social Work and Human Services

From: Jacqueline Nolte, Dean of Arts

Date: 17 October 2018

Re: Removal of Stats and Psych Requirement from BSW

This is to confirm that the Director of Social Work has consulted with Arts regarding the removal of Psych 110 as an admission requirement to the BSW. This will affect enrolment planning and the projected tuition revenue in Arts. Given this change will take effect in fall 2020 we will be able to make adjustments to accommodate this change.

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Memo for BSW Program Changes

To: Faculty of Professional Studies Curriculum Council

From: Chair of the BSW Committee, Stasha Huntingford

Date: April 10th 2019

Subject: BSW Academic Calendar Changes

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

   ☐ Program revision that requires new resources
   ☐ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☒ Change in requirements for admission (*detail of reference letters, clarify composition of arts and science credits, interview moving to 'may be required', credits to reflect change in stats requirement, strongly recommend HSER Indigenous course before applying to BSW*)
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☒ Other – Please specify: *Changing SOWK 380 from an elective to a required course, the elimination of Category A and B electives, editorial changes*

2. Rationale for change(s):

   Program changes:

   *We are requesting an academic reference and a practice reference, formerly we had not specified that an academic reference was required (under **How to apply**). This brings our undergraduate and graduate programs in-line with academic standards for professional programs.*

   *We are in the process (to be finalized at UEC in February or March) of ending our stats requirement for the BSW program and SOWK 404, the change in the credit requirements reflects this (under **Entrance Requirements 1.**).*

   SOWK 380 will move from being an elective course, to being a required course. Formerly students chose two SOWK electives from SOWK 301, SOWK 380, and SOWK 483, with the remaining four electives being selected from nine options. Now students will chose between SOWK 301 or SOWK 483 for one of their electives, and will continue to choose four additional electives from the nine we offer. In this model, students will have one less elective to accommodate the required course. We heard, in consultation with advising and students, that the current system is confusing and hard to navigate. We hope this change will reduce barriers for students.

Editorial changes:

We strongly recommend that students take the new HSER course about Working with Indigenous people, before entrance to the BSW program (under ***Entrance Requirements Note****).*

Under heading ***Bachelor of Social Work Degree we clarified that our "42 additional Arts and Science credits" are comprised of "30 additional Arts and Science" and "12 general elective credits".***

After the four ***Entrance Requirements, Note*** *regarding interview moving from 'required' to 'may be required'*

Editorial clarification of language, moving some information to more appropriate locations.

Editorial changes:

Criminal record check/Field placement/practicum regulations and details

Update language to reflect current agency information

New note about student's option to delay practicum in order to secure a desired placement

Graduation requirements

Language change to better reflect detail of required courses

Program outline

Arrange classes in a more general form (year instead of semesters).

Certificate in Extended Studies in Social Work: Child Welfare specialization
Clarification of placement options

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *NA*
4. What consideration has been given to indigenizing the curriculum?

   We strongly recommend that students take the new HSER course about Working with Indigenous people, before entrance to the BSW program.
5. Will additional resources be required? If so, how will these costs be covered? *NA*
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

   Asking for an academic reference better assists us in assessing the potential for success of students applying to the program. Ending the stats requirement will reduce barriers for students applying to the program. Strongly recommending the HSER Indigenous course helps us to use our resources efficiently, and to build connections between programs.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? *SOWK 380 will move from being an elective course, to being a required course. Formerly students chose two SOWK*

electives from SOWK 301, SOWK 380, and SOWK 483, with the remaining four electives being selected from nine options. Now students will chose between SOWK 301 or SOWK 483 for one of their electives, and will continue to choose four additional electives from the nine we offer. In this model, students will have one less elective to accommodate the required course. We heard, in consultation with advising and students, that the current system is confusing and hard to navigate. We hope this change will reduce barriers for students.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) *NA*
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. *NA*
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

CWC comments and responses:

- The list of accepted "Arts and Science" options should be included in the academic calendar.

  This information has never been included in the academic calendar. This list is an internal document based on BSW committee decisions that assist the department and advisors to program plan for students. The BSW committee does not support inclusion of this list in the academic calendar.

- How are Arts and Science courses determined for this list?

  The BSW committee in consultation with administrative staff, students, and advising make the decision and present this list as information to the school.

- Are the accepted options for the "12 general elective credits" the same as for the Arts and Sciences credits?

  No they are very distinct. Discretionary credits are a unique feature of our program. CASWE Accreditation requires us to have 40% general electives, 50% social work content, and 10% discretionary credits (4 classes/12 credits).
  We propose that we change the name of these credits in the academic calendar from to Discretionary from General and to General Electives from Arts and Science as the list now includes professional programs. This change also reflects the accreditation language. See attached updated document.

Bachelor of Social Work degree

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

In response to Truth and Reconciliation recommendations, the School's goals include support ~~respect~~ for self-determination for Indigenous peoples and a commitment to work~~ing~~ in partnership with local Indigenous communities.

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

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

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

The BSW program is a full time academic program with a recommended two year completion plan. ~~that is completed over two years.~~ Students who are not able to complete the program within~~over the~~ two years ~~must notify the school~~should consult with the Academic Advisor.

Bachelor of Social Work degree

Entrance requirements

1. ~~Applicants must have~~ 60 ~~general~~ university-level credits by May 1 of the year of application, including the following: ~~.~~
    - six credits of SOWK 110 and SOWK 210

- three credits in English composition: CMNS 125 or ENGL 105
- three credits of English literature: ENGL 108-170
- three credits of human development: SOWK 225 or PSYC 250
- ~~three credits of introductory statistics: STAT 104, STAT 106, or PSYC 110~~
- three credits of courses with Indigenous or First Nations content: FNST, IPK or an equivalent course (see Note)
- ~~42~~30 additional ~~Arts and Science~~ General credits ~~(see Note 1)~~, see list for accepted options
- 12 ~~general~~ Discretionary elective credits, see list for accepted options

Note: Students entering prior to Fall 2021 can substitute one of STAT 104, STAT 106, or PSYC 110 for the three credits of Indigenous or First Nations content.

Students who have completed the **Community Support Worker certificate** or **Social Services diploma** at UFV can apply specific courses toward the 60 credits required for the BSW application.

2. ~~Students must have an o~~Overall GPA of 2.67 ~~for~~ on the 60 credits applied toward~~s~~ the~~ir~~ BSW application. ~~Students with a GPA lower than 2.67 will not be considered for admission.~~

~~3. These 60 credits must consist of the following:~~

- ~~six credits of SOWK 110 and SOWK 210~~
- ~~three credits in English composition: CMNS 125 or ENGL 105~~
- ~~three credits of English literature: ENGL 108-170~~
- ~~three credits of human development: SOWK 225 or PSYC 250~~
- ~~three credits of introductory statistics: STAT 104, STAT 106, or PSYC 110~~
- ~~42 additional Arts and Science credits (see Note 1)~~

~~4.~~3. ~~Applicants must complete a~~A minimum of 400 hours of paid or volunteer experience in the human services field supervised by social workers or other professionals. This can include hours in practica.

~~5.~~4. All applicants must be aware of, willing, and able to uphold the **Social Work Code of Ethics and Standards of Practice**.

Note: An interview to determine program and personal suitability may be required.

~~Students who have completed the **Community Support Worker certificate** or **Social Services diploma** at UFV can apply specific courses toward the 60 credits required for the BSW application.~~ ~~Note 1: A current~~

list of Arts and Science courses is available at **ufv.ca/swhs/how-to-apply** in the BSW Program Planning section.

Note 2: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.Students who do not meet these requirements d in might consider **Qualifying Studies**.

Students in other degree program may be granted permission to register in a maximum of five Social Work Courses without admission into the BSW program. Students must meet the prerequisites for these courses.

Students in other degree programs may be granted permission to register intake up to a maximum of five Social Work courses prior to without admission into the BSW program. Students must meet the prerequisites for these courses.

When to apply

Application deadline is January 31 for the annual fall intake. Admission to the BSW program is in the Fall semeste r. All completed applications submitted by January 31 will be reviewed. Only complete applications will be reviewed. See **specific intake application process** for more information.

How to apply

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

All additional documents must be completed and submitted to the Office of the RegistrarOReg by January 31. These documents are available at **ufv.ca/swhs**.

Additional documents required for a complete application:Completed UFV online application.

- Official, sealed transcripts (or interim transcripts) from all previous post-secondary institutions showing grade/course achievement.
- SWHS Additional Application Information forms (**ufv.ca/swhs/application-information--forms/**):
    - Work/Volunteer and Education form
    - Educational Equity form (optional)
    - A personal statement (typed, double-spaced, between 800 to 1,000 words in length) to assess your professional suitability for social work.
- Two letters of reference. One letter should address your most recent academic experience or potential, and the second should be from a supervisor in the field, addressing the demonstrated skills and abilities in your most recent work-related experience from social workers or other professionals who have supervised the applicant in human service work, practicum, or volunteer experience.

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Basis for admission decision

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission. Complete applications will be evaluated in the following areas:

1. Academic GPA
2. Work and/or volunteer experience in the human services field
3. Letters of reference
4. Personal statement
5. Educational Equity

Note: The School of Social Work and Human Services is committed to increasing the number of social work graduates from diverse populations.

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Criminal record check

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

Fees and additional costs

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

~~**Academic regulations**~~

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

~~Minimum of 60 credits of Social Work (SOWK) courses and a minimum of 60 credits of general university-level credits (42 credits of which are Arts and Science electives).~~

~~Minimum of 30 upper-level Social Work credits completed at UFV.~~

- ~~Minimum BSW program GPA of 2.67 to register for the field placement and graduation.~~
- ~~C (2.0) or better in each HSER and SOWK course to continue in the program, including the field placement.~~

~~HSER and SOWK courses that are over 10 years old may not be considered for credit towards the BSW program.~~

~~Acceptance into the program does not guarantee a field placement.~~

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

~~The BSW program is a full time academic program that is completed over two years. Students who are not able to complete the program over the two years must notify the school.~~

~~Taking HSER and SOWK courses through other program areas does not guarantee eligibility for admission to the BSW program.~~

~~Students in other degree programs may be granted permission to register in a maximum of five Social Work courses without admission into the BSW program. Students must meet the prerequisites for these courses.~~

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Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance section** of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Program Continuance

Students in the Bachelor of Social Work degree must achieve a grade of C (2.0) or better in all HSER and SOWK courses to continue in the program, including the field placement.

Field placement/Practicum regulations and details

All students are required to complete two field placements in the BSW program. Acceptance into the BSW program does not guarantee the student a field placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not ordinarily be permitted to register in the field placement.

Under the Criminal Records Review Act, a record check completed through the Criminal Records Review Program (CRRP) ~~Ministry of Justice~~ is required for post-secondary students working with children and

vulnerable people as part of a practicum. The student is responsible for completing this process and for providing the payment; the School of Social Work and Human Services will provide details.

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

To register for the field placement, the following criteria and requirements must be met:

- Completion of prerequisites/corequisites with a grade of C or better ~~as per Academic regulations~~
- Registration in co-requisites
- Submission of the BSW Field Application Request form
- Submission of a resume and cover letter in the required format
- Interview with the Field Education Coordinator
- Completion of the Field Practice Guidelines Acknowledgment Form
- Criminal record check clearance letter issued by the Criminal Records Review Program (CRRP) ~~Ministry of Justice~~ (please do not submit until requested)
- BSW program GPA of 2.67
- Students must be available weekdays, during regular office hours:
    - SOWK 330 is three days a week for a total of 21 hours per week
    - SOWK 430 is four days a week for a total of 28 hours per week

Note: The School is not ordinarily able to facilitate evening or weekend placements. Students need to plan accordingly.

Note: It may be necessary for students to delay practicum to a later semester if they want to be placed in a specific area such as health care.

~~Students wishing to challenge the third year field placement (SOWK 330) should consult with their Academic Advisor about the Prior Learning and Assessment Recognition (PLAR) process. Any decisions about offering students the opportunity to challenge the third year field placement (SOWK 330) will be at the sole discretion of the School of Social Work & Human Services. Students cannot challenge SOWK 330 with the same experience used to challenge a diploma-level field placement. The fourth year field placement (SOWK 430) is not open to PLARchallenge.~~

~~Students cannot challenge SOWK 330 with the same experience used to challenge a diploma-level field placement. The fourth year field placement SOWK 430 is not open to challenge.~~

Certain placement sites may require the submission of an up-to-date immunization record and other documentation. It is the responsibility of the student to provide these records and to obtain any required boosters or additional immunizations. Agencies may not provide placements to students who do not submit proof of immunization records and other documentation.

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Practicum Challenge SOWK330

Eligible students admitted to the BSW may apply to challenge the third year placement SOWK330 only. Students will complete and submit to the Field Education Assistant a challenge request application. Students cannot challenge SOWK330 with the same experience used to challenge a diploma level placement in a related program. Any decisions about offering students the opportunity to challenge will be at the sole discretion of the School of Social Work and Human Services.

Contact the Field Education Assistant for details regarding the process. The challenge request application will be provided to interested students after they have been admitted to the BSW.

Note: The fourth year placement SOWK430 is not open to the challenge process.

Graduation

Students must apply for graduation by completing the Graduation Request form available at **ufv.ca/admissions**, or from the Office of the Registrar. This should be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by the Winter semester grade deadline (see **Important Registration Dates**) of each year.

Graduation requirements:

Program GPA of 2.67 or better on courses that can be applied to the Bachelor of Social Work degree.

- ~~60 credits of 100- and 200-level courses:~~
  - ~~6 credits of SOWK 110 and 210~~
  - ~~42 credits Arts and Science electives~~
  - ~~Additional 12 general elective credits (may include HSER and SOWK courses)~~
- ~~54 credits of University-level credits (at least 42 credits must be Arts and Science electives)~~
- 60 credits of 100- and 200-level courses as specified in the entrance requirements.
- 60 credits of 300- and 400-level courses:
  - 6 credits of 300- and 400-level ~~Arts and Science~~ General electives
  - 54 credits of 300- and 400-level SOWK courses, 30 of which must be completed at UFV.

Please note: SOWK 430 must be taken in the final semester of the program.

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Program outline

Course	Title	Credit	
SOWK 300	Social Work Practice with Individuals	3	Core
SOWK 311	Social Work Theory and Ethics	3	Core
SOWK 312	Legal Knowledge for Social Work Practice	3	Core
SOWK 320	Anti-Racist and Cross Cultural Social Work	3	Core
SOWK 330	Practicum I	3	Core
SOWK 392	Aboriginal Social Work	6	Core
SOWK 380	Community Development	3	Core
SOWK 404	Research Methods and Evaluation	3	Core
SOWK 410	Social Policy Analysis	3	Core
SOWK 430	Practicum II	9	Core
Upper Level General Elective		3	Elective
Upper Level General Elective		3	Elective
SOCIAL WORK ELECTIVES:			
Choose either 301 or 483~~2 of 3 Group A Electives:~~			
SOWK 301	Social Work Practice with Groups	3	Elective
~~SOWK 380~~	~~Community Development~~	~~3~~	~~Elective~~
SOWK 483	Family Centred Social Work	3	Elective
Choose ~~4~~ 4 of the following Electives~~Group B Electives:~~			
SOWK 302	Interdisciplinary Collaborative Practice: Working with Families	3	Elective
SOWK 394	Substance Misuse Issues	3	Elective
SOWK 412	Legal Skills for Social Workers	3	Elective
SOWK 450	Social Work in Health Care	3	Elective
SOWK 490	Gerontological Social Work	3	Elective
SOWK 491	Child Welfare	3	Elective
SOWK 493	Feminist Social Work	3	Elective
SOWK 496	Social Work and Critical Approaches to Disability	3	Elective
SOWK 497	Social Work in Mental Health	3	Elective

Note 2: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. ~~SOWK 283 or SOC 331 is a prerequisite for SOWK 483.~~

~~Third year~~

~~**Semester V (Fall)**~~

~~**1Social Work Theory and Ethics**~~

Course	Title	Credits
~~SOWK 300~~	~~Social Work Practice with Individuals~~	~~3~~
~~SOWK 311~~	~~Social Work Theory and Ethics~~	~~3~~
~~SOWK 312~~	~~Legal Knowledge for Social Work Practice~~	~~3~~
~~SOWK 392~~	~~Aboriginal Social Work~~	~~3~~
~~SOWK 320~~	~~Anti-Racist and Cross-Cultural Social Work~~	~~3~~
~~Elective~~	~~Upper-level Arts and Science elective~~	~~3~~
~~Total~~		~~15~~

~~Semester VI (Winter)~~

Course	Title	Credits
~~Elective~~	~~SOWK Group A or B~~	~~3~~
~~SOWK 312~~	~~Legal Knowledge for Social Work Practice~~	~~3~~

SOWK 330	BSW Practicum I (3 days per week, plus bi-weekly seminar classes)	6
SOWK 392	Aboriginal Social Work	3
Elective	Upper-level Arts and Science elective	3
Total		15

Fourth year

Semester VII (Fall)

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

Semester VIII (Winter)

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Course	Title	Credits
SOWK 430	BSW Practicum II (4 days per week, plus online seminar)	9
Elective	SOWK Group A or B	3
Elective	SOWK Group A or B	3
Total		15
Program Total		60

Electives

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level Arts and Science electives.

SOWK Group A electives

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

Course	Title	Credits
SOWK 301	Social Work Practice with Groups	3

SOWK 380	Social Work and Community Development	3
SOWK 483	Family Centered Social Work	3

Note, SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.

SOWK Group B electives

Students must complete four SOWK Group B electives, unless they choose to complete all three Group A electives. Students completing If a student chooses to complete all three Group A electives should choose , the student only needs to complete three Group B electives:

Course	Title	Credits
SOWK 394	Substance Misuse Issues	3
SOWK 412	Legal Skills for Social Work Practice	3
SOWK 450	Social Work in Health Care	3
SOWK 490	Gerontological Social Work	3
SOWK 491	Child Welfare	3
SOWK 493	Feminist Social Work	3

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~~SOWK 496~~	~~Social Work and Critical Approaches to Disability~~	~~3~~
~~SOWK 497~~	~~Social Work in Mental Health~~	~~3~~

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see **this section**.

The Child Welfare Specialization requires students to complete a practicum with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with MCFD or a Delegated Aboriginal Agency is a competitive process. The Field Education Coordinator and the Field Education Assistant will work through this process with each student completing the child welfare specialization and will provide the necessary details at the appropriate point in the program. ~~and requires students to complete several steps.~~Contact the Field Education Assistant for details.

Certificate in Extended Studies in Social Work: Child Welfare specialization

Students who have completed the Bachelor of Social Work degree may be eligible to complete the requirements for the Child Welfare specialization. Students will complete the required child welfare specialization courses and SOWK430 with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Please see **this section** for more details.

~~Note 2: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.~~

Memo for Course Changes

To: Undergraduate Education Committee (UEC)

From: Dr. Jelena Brcic, Assistant Professor, School of Business and Dr. Frank Ulbrich, Director, School of Business

Date: March 12, 2019

Subject: Proposal for revision of BUS 416: Training and Development

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: Six year review and update. The change in prerequisites ensures students have necessary academic background to succeed and is consistent with changes we made to all upper level courses over the past 3 years.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? NA
6. What consideration has been given to indigenizing the curriculum? Training methods that encompass all four designated groups, including indigenous populations will be discussed.
7. If this course is not eligible for PLAR, explain why: NA
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: $120

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2008
REVISED COURSE IMPLEMENTATION DATE: September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 416	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Training and Development
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

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

Calendar Description:

Training and development are essential to the effective functioning of any organization and to the experience of individual employees. Students will learn the process of designing and organizing a training and development program by conducting a needs assessment, identifying training objectives, and teaching the material in a variety of ways. In addition, they will be able to assess the effectiveness of the programs they have designed.

Prerequisites (or NONE):	60 university-level credits including BUS 201.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: **BUS 309E**
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar hours	39
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	6
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 25

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Dr. Frank Ulbrich	**Date approved:** March 12, 2019
Faculty Council approval	**Date approved:** May 10, 2019
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:** May 10, 2019
Campus-Wide Consultation (CWC)	**Date of posting:** June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:** August 29, 2019

Learning Outcomes:

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

LO1. Explain the employee training and development process as it aligns with corporate strategic objectives
LO2. Apply the instructional systems design model
LO3. Utilize learning styles and motivational theory
LO4. Conduct a needs assessment to analyze training needs
LO5. Utilize off-the-job training methods and on-the-job training methods
LO6: Develop a lesson plan according to training needs
LO7. Evaluate the effectiveness of training programs

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

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

Lecture, discussion, case study, online learning, student presentations, group projects, and experiential exercises

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Saks, A. M, Haccoun, R.R	Managing Performance through Training and Development	☒	Nelson	
2.			☐		
3.			☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	35%	Presentations:	15%	Online Assignments:	10%
Quizzes/tests:	10%	Group Project:	20%	Practicum:	%	Participation:	10%

Details (if necessary):

Typical Course Content and Topics

Module 01: Introduction and Organizational Learning
- Aligning organizational objectives with training and development activities
- The training and development process; the instructional systems design model
- Organizational learning; knowledge management practices

Module 02: Learning and Motivation
- Learning styles and theories of motivation
- Quiz (LO 1-2)

Module 03: The Needs Analysis Process
- Training needs analysis process
- Written Assignment (LO 1-3)

Module 04: Training Design and Methods
- Training design and training methods
- Off-the-job training methods (audio-visual, case study, case incident, behaviour modeling, role play, games, simulations)
- On-the-job training methods (job instruction, performance aids, job rotation, apprenticeship, coaching, mentoring)
- Technology-based training methods
- Student presentations (LO4)
- Online learning exercise (LO 1-4)

Module 05: Training Delivery
- Training implementation and delivery; the lesson plan
- Gagne's 9 events of instruction
- Training delivery problems
- Transfer of training process
- Student presentations (LO 5-6)

Module 06: Training Program Evaluation
- Training evaluation and variables
- Written assignment (LO 5-6)

Module 07: Experiential Learning as Applied to Training and Development
- Group Project (LO 1-7)

Participation (LO 1-7)

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: UEC

From: Kevin deWolde, Program Working Group Chair

Cc: Tracy Ryder Glass, Dean, Faculty of Professional Studies; Bruce Kirkley, Assoc. Director, Program Development and Quality Assurance

Date: August 29, 2019

Re: Proposed Bachelor of Business Administration, International Business Major and Minor (IB major and minor)

Please find attached for approval at the August 29, 2019 meeting of UEC:

- Program proposal
- Calendar copy
- UEC Screening comments and responses
- Response to UEC Screening Comments Addendum

The International Business Major and Minor was presented at Faculty Council on March 15, 2019 and was approved as presented. The proposal was reviewed at UEC Screening on April 24, 2019; comments and responses are attached.

Note: *The program proposal and calendar copy are available in S:\Groups\UEC\2019-09-29 International Business.*

Program Summary:
The proposed IB major and minor will encourage business students to learn in a cross-cultural environment; the program will require students to study in a foreign culture through study abroad semesters or shorter study tours, field schools or international internships. The proposed major in International Business will allow students to focus on the global aspects of business, while the minor is intended for BBA students seeking to complement their other chosen major with some international business knowledge and experience.

Program Working Group:
Kevin deWolde (Chair) – Associate Professor, School of Business
Don Miskiman – Associate Professor, School of Business
Frank Ulbrich – Director, School of Business
Michael Maschek – Associate Professor and Department Head, Economics

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John Potts – Manager of International Partnerships and Programs, UFV International
Mary Gene Saudelli – Associate Dean, Faculty of Professional Studies

Concept Paper:
The concept paper for the International Business major and minor was approved in the 2018 Program Report and Plan at the June 2018 Board meeting.

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: UEC

From: Chris Campbell, Program Working Group Chair

Cc: Tracy Ryder Glass, Dean, Faculty of Professional Studies; Bruce Kirkley, Assoc. Director, Program Development and Quality Assurance

Date: August, 2019

Re: Proposed minor in Adult Education – Change to Number of Credits

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The proposed minor in Adult Education was presented at the UEC meeting on May 24, 2019. At the meeting, the committee expressed concern over the high number of credits (33 credits) for the minor program, in addition to the wording of the residency requirement. As a result, the following revisions were made to the proposal:

1. Reduction in total credits from 33 to 27 (18 upper-level, 9 lower-level).
2. Revised wording of the residency requirements to "In addition to the UFV residency requirement, students in the minor in Adult Education must complete at least five of the upper level requirements at UFV."

Given the nature of the requested revisions, particularly the change in number of credits for the program, the minor in Adult Education is coming back to UEC for approval. Attached please find revised versions of the proposal and calendar copy.

Note: *The program proposal and calendar copy are available in S:\Groups\UEC\2019-09-29 Adult Education minor.*

Program Summary:
The proposed Adult Education minor offers students a suite of knowledge and skills to engage and empower learners in their own specific academic, workplace, and community educational contexts. These skills include the development and application of theoretical knowledge and practical skills related to curriculum, instructional design, teaching, and assessment in formal, informal, and non-formal learning spaces. A minor in Adult Education will make this area of professional educational practice available to students in a wide variety of degree programs such as Arts, Integrated Studies (BIS), Computer Information Systems (CIS), and Kinesiology.

Program Working Group:
Chris Campbell (Chair) – Assistant Professor, Adult Education
Corinne Richardson – Program Advisor/Department Assistant, Adult Education

Maureen Wideman – AVP Teaching and Learning, Educational Technology Services
Ian Hunt – Professor Emeritus, Adult Education
Michelle Rhodes – Associate Professor, Geography and the Environment
Carl Janzen – Assistant Professor, Computer Information Systems

Concept Paper:
A concept paper is not required for a new minor program where a major or degree is already approved.

UNIVERSITY OF THE FRASER VALLEY

UEC SCREENING SUBCOMMITTEE

TERMS OF REFERENCE

1. Review all course and program proposals for clarity, completeness, and adherence to procedures.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

PROCEDURES

1. Review all course and program proposals according to the Terms of Reference.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Revised proposals are to be resubmitted to Faculty Council and then the UEC Screening Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Screening Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Screening Subcommittee, they will be posted for Campus-Wide Consultation.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2014

COMPOSITION

Membership

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member*
- UEC Advisor**
- CFO/SBC representative

* Two-year term, renewable. Please note that in the first year of this subcommittee, the UEC Faculty member will have a one-year term to ensure staggered rotation of members.
**Two-year term, renewable.

UNIVERSITY OF THE FRASER VALLEY

UEC TRANSFER CREDIT SUBCOMMITTEE

TERMS OF REFERENCE

The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

Purpose

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

PROCEDURES

Process

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

Reporting

- The chair will retain a record of all decisions made.

COMPOSITION

Membership

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

Chair

The TCS will determine a chair each September.

UEC ADMISSIONS SUBCOMMITTEE

TERMS OF REFERENCE

The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

Purpose
The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

PROCEDURES

Process

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

Reporting

- The chair will retain a record of all decisions made.

COMPOSITION

Membership

- Registrar or designate
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

Chair
The UECAS will determine a chair each September.

UEC POLICY SUBCOMMITTEE

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

PURPOSE

The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

> 2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
>
> 4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

TERMS OF REFERENCE

1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary to draft policy revisions.
3. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
4. Identify policies in need of revision and propose policy reviews when appropriate.
5. Initiate policy reviews when directed by UEC to do so.

COMPOSITION

Membership

- One UEC Chair
- Registrar (or designate)
- Two UEC Faculty members*
- One UEC Advisor*
- One IR representative
- One Dean
- One UEC at large member*

* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)

DRAFT

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2019/20

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Voting Members		
Vice-Chair, Registrar (or designate)	Ongoing	David Johnston
9 faculty members, at least 2 from Senate		
Faculty (senator)	08-01-2018 to 07-31-2021	Gilmour Jope, Faculty of Access and Continuing Education
Faculty (senator)	08-01-2019 to 07-31-2022	Sven van de Wetering, Faculty of Social Science
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, College of Arts
Faculty (senator)	08-01-2018 to 07-31-2021	Amber Johnston, Faculty of Health Sciences
Faculty	08-01-2018 to 07-31-2020	Adrianna Bakos, College of Arts
Faculty	08-01-2019 to 07-31-2021	Teresa Arroliga-Piper, College of Arts
Faculty (senator)	08-01-2019 to 07-31-2022	Jonathan Hughes, Faculty of Science
Faculty	08-01-2019 to 07-31-2021	Eric Spalding, Faculty of Social Sciences
Faculty	08-01-2019 to 07-31-2021	Samantha Pattridge, College of Arts
2 deans or associate deans		
Dean	08-01-2018 to 07-31-2021	Sue Brigden, Dean, Faculty of Access & Continuing Education
Dean	08-01-2018 to 07-31-2021	Linda Pardy, Associate Dean of Students
1 academic advisor	08-01-2018 to 07-31-2020	Bobby Jaswal, Student Services
1 staff	08-01-2018 to 07-31-2020	Courtney Boisvert, Faculty of Access & Continuing Education
2 undergraduate students		
Student	08-01-2019 to 07-31-2021	Neeraj Kumar
Student	08-01-2019 to 07-31-2020	Alisha Mutneja
Associate VP, Teaching and Learning (or designate)	Ongoing	Everett Igobwa (designate)
University Librarian (or designated librarian) (ex officio)	Ongoing	Heather Compeau (designate)
Ex-Officio Non-Voting Members		
Provost & Vice-President, Academic (or designate)	Ongoing	Peter Geller (designate to July 31, 2021)
AVP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Kirsten Robertson (designate)
Executive Director, International Education	Ongoing	David McGuire
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Donna Alary
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre	Ongoing	Elaine Newman
Coordinator, Program Development & Quality Assurance	Ongoing	Bruce Kirkley
Administrative Support		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 26 members - 15 voting members and 8 non-voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of August 22, 2019