UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
September 8, 2021 - 10:00 AM
A225

AGENDA
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3. APPROVAL OF AGENDA

4. APPROVAL OF UEC MINUTES

15 - 19 **4.1.** UEC draft minutes: June 18, 2021

MOTION: To approve the draft minutes as presented.

5. COURSES AND PROGRAMS

20 - 28 **5.1. Criminology and Criminal Justice**
Change to prerequisites: CRIM 281

MOTION: To approve the CRIM 281 course outline as presented.

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6.5. Policy Subcommittee report

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7.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
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- Integrated Strategic Plan
- Approval processes and flowcharts
- Course development
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54 - 57 **9.3. New course outline form and memo templates**

9.4. Evaluating Effective Learning Outcomes (Claire Hay)

Undergraduate Education Committee
Terms of Reference

RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

COMPOSITION

Voting Members

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, University Registrar (or designate)
- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate[*]
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian[†] (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

Ex Officio Non-Voting Members

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning

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[*] Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.
[†] Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.

- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre

Administrative Support

- UEC Assistant/Calendar Editor, Office of the Registrar

REVIEW FOR COMMITTEE MEMBERS

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2021-22

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)	08-01-2021 to 07-31-2024	Gilmour Jope, Faculty of Access & 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, Faculty of Humanities
Faculty (senator)	08-01-2021 to 07-31-2024	Amber Johnston, Faculty of Health Sciences
Faculty	08-01-2020 to 07-31-2022	Adrianna Bakos, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Vanessa Radzmiski, Faculty of Science
Faculty	08-01-2020 to 07-31-2022	Carl Janzen, Faculty of Professional Studies
Faculty (senator)	08-01-2021 to 07-31-2024	Dana Landry, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Samantha Pattridge, Faculty of Humanities
2 deans or associate deans		
Dean	08-01-2021 to 07-31-2024	Ian Affleck, Associate Dean, Faculty of Science
Dean	08-01-2021 to 07-31-2024	Linda Pardy, Associate Dean of Students, College of Arts
1 academic advisor	08-01-2021 to 07-31-2023	Pending
1 staff	08-01-2020 to 07-31-2022	Kelly Guiaya, School of Social Work & Human Services
2 undergraduate students		
Student (senator)	08-01-2021 to 07-31-2022	Ravneet Sohal
Student	08-01-2021 to 07-31-2023	Sarbjot Nijjar
Associate VP, Teaching and Learning (or designate)	Ongoing	Claire Hay, Specialist, Teaching & Learning
University Librarian (or designated librarian) (ex officio)	Ongoing	Selena Karli, Librarian, Reference & Instruction
Ex-Officio Non-Voting Members		
Provost & Vice-President, Academic (or designate)	Ongoing	Randy Kelley (designate until July 31, 2024)
AVP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Executive Director, International Education	Ongoing	David McGuire
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Theresa Mulder
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre	Ongoing	Elaine Newman
Associate Director, Program Development & Quality Assurance	Ongoing	Vacant
Administrative Support		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 25 members - 18 voting members and 7 non-voting members

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

Current as of August 8, 2021

Guidelines for Committee Members

The following guidelines are for members of UFV governance bodies and their standing committees but also may be useful for members of any operational committee or task force.

Each committee is doing important work on behalf of the university. Committees involve a number of people and a great deal of valuable time. Active involvement of every participant is important to ensuring the committee is effective and that the time involved is put to good use.

Make a commitment

- Make the committee a priority if you are going to be a member.
- Ensure you understand the committee's mandate and terms of reference.
- Commit to attend meetings regularly and to take the time needed to prepare and participate in the work of the committee.

Preparation

- Ensure you submit agenda items and exhibits within established deadlines. Refer to the *Process for submissions to Senate and the Senate governance committees* at http://www.ufv.ca/senate/resources/.
- Go over the agenda and materials before each meeting.
- Note questions or concerns, research information you might need, and/or talk to your colleagues prior to the meeting, as needed.
- Become familiar with Robert's Rules *(link to cheat sheet).* Members of Senate standing committees also should be familiar with the Rules for the Conduct of Business on Senate standing committees.

Participation

- Arrive on time and plan to stay for the whole meeting. If you must leave early or miss a meeting, let the chair know in advance. Be aware of the effect of non-attendance on quorum.
- Ask questions or make comments in turn. Be brief and make your point; don't hold forth, repeat yourself, or otherwise waste time.
- Do your part to move through the agenda by moving or seconding motions.
- Help make good decisions by voting on issues. Remember that all committee members are expected to make decisions in the interest of UFV as a whole, not in the interest of a particular area.
- Honour your commitments. Note action items assigned to you. Try to complete tasks before the next meeting so matters can be concluded in a timely fashion.

Meeting etiquette

- Turn off your phone or set it to vibrate. Take any calls outside the room.
- Be respectful of others' points of view. Challenge positions, not people. Don't interrupt or belittle others, even if you disagree.
- Avoid side conversations and activities such as reading or writing emails which are disrespectful and distracting to the chair and other participants.

Procedures for Membership on Senate Standing Committees

These procedures apply to Senate standing committees that have positions filled by expressions of interest. These procedures will also be followed by other bodies requiring representation from Senate.

The overall objective of these procedures is to produce committees that will responsibly carry out the trust that Senate has placed in them. These procedures are maintained and supported by the University Secretariat office.

1. DEFINITIONS

1. "Faculty member" means an employee of UFV who works as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the Senate.
2. "Support staff" means an employee of UFV who is not (a) an officer of the university, or (b) a faculty member.
3. "Student" means a person who is presently enrolled at UFV in a credit course or who is designated by resolution of the Senate as a student.
4. "Officer of the University" is the president, a vice-president, an associate vice-president, a dean, an associate dean, an executive director, an associate director, a director (excluding directors of schools within a faculty who are voting faculty members), university secretary, chief information officer, legal counsel, university librarian, and the registrar.
5. "Employee of UFV" refers to a person who has a permanent or continuing employment contract with UFV.
6. "Other" refers to community members or other designated representatives as required in any standing committee's terms of reference.

2. TERMS OF OFFICE

As defined in the standing committees of Senate rules for the conduct of business:

The terms of Senate members on Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being annually re-elected to Senate.

Non-Senate members on standing committees shall have two-year terms. This does not apply to ex officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

Terms begin August 1st.

2.1. Persons not eligible

The following persons are not eligible to be or to remain as members of a Senate standing committee:

- A person who is a member of a Board or Senate at another post-secondary institution.
- A member of a Senate standing committee who ceases to be eligible during his or her term of office immediately ceases to be a member of the Senate standing committee.

3. PROCEDURES FOR EXPRESSIONS OF INTEREST

The call for expressions of interest will be open for three weeks. If no expressions of interest are received, the call may be extended for two weeks. If no expressions of interest are submitted during the second call, the call will remain indefinitely extended until an expression of interest is received and accepted.

3.1. Annual call for expressions of interest

A notice of the regular annual call for expressions of interest shall be widely distributed.

3.2. Order of priority for expressions of interest

3.2.1. Faculty positions:

Expressions of interest will first be sought from faculty members of Senate for membership on standing committees.

Expressions of interest will then be sought from non-Senate faculty members.

3.2.2. Staff positions:

Expressions of interest will first be sought from staff members of Senate for membership on standing committees.

Expressions of interest will then be sought for non-Senate staff.

3.2.3. Student positions:

Expressions of interest will first be sought from student members of Senate for membership on standing committees.

Expression of interest will then be sought from non-Senate undergraduate and graduate students.

3.2.4. Other positions:

Expressions of interest will be sought from community and other designated representatives for membership, as set out in the standing committee's terms of reference.

Candidates who are not members of Senate will be required to submit an expression of interest form, including the accompanying information sheet.

3.3. Recommendations

3.3.1. Expressions of interest from Senate members will be reviewed at Senate where final recommendations for membership on standing committees will be made.

3.3.2. Expressions of interest from non-Senate members will be reviewed by the Senate Governance Committee (SGC) who will then recommend nominees to Senate for approval. The following guidelines will be used:

- SGC is responsible for ensuring the broadest possible base of representation, given the available pool of nominees;
- SGC will make every effort to ensure that committee composition considers the experience and interest of candidates and the diversity of disciplines at the University;
- Notwithstanding the guidelines outlined above, SGC must exercise its best judgment, and do so with consideration of the best interests of UFV;
- SGC will provide a report to Senate with its recommendations for membership on standing committees.

3.3.3. Additional nominations may be submitted on the floor by members of Senate. To be considered, nominees must agree to stand for nomination.

4. PROCEDURES FOR VACANCIES

Upon identification of a vacancy, the chair of the standing committee will notify the Secretariat office. (Attendance requirements for the standing committees are specified in the Rules for the Conduct of Business).

If three or fewer months are remaining in the term of office, the position will remain vacant until the regular call for expressions of interest is made. Otherwise, the list of candidates who had expressed an interest in the committee when the original appointments for that term were made, may be canvassed to identify a replacement to recommend to Senate for approval.

If there are no suitable candidates, the following procedures will be carried out in a timely manner:

4.1. Order of Priority for expressions of interest

4.1.1. Faculty vacancies:

Faculty members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, expressions of interest will be sought from non-Senate faculty members.

4.1.2. Staff vacancies:

Staff members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, expressions of interest will be sought from non-Senate staff.

4.1.3. Student (undergraduate or graduate) vacancies:

Student members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, a request for expressions of interest will be sought from non-Senate students.

4.1.4. Other vacancies:

Expressions of interest will be sought from community and other designated representatives for membership, as set out in the standing committee's terms of reference.

Candidates who are not members of Senate will be required to submit an expression of interest form, including the accompanying information sheet.

4.2. Recommendations

Expressions of interest from non-Senate members will be reviewed by the Senate Governance Committee, who will make recommendations to Senate for approval. The Senate Governance Committee will follow the guidelines outlined in section 3.3.2 in making its recommendations.

4.3. Terms of office

A vacancy will be filled as a new term for the position on the standing committee. The term, however, may be shorter than the usual term so that it may end on July 31, in keeping with term ends for other positions on standing committees.

5. CHANGES TO THE PROCEDURES

The University Secretary will review the procedures and make recommendations for changes to the Senate Governance Committee.

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.

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.)

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.

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.

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

June 18, 2021
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Adrianna Bakos, Sue Brigden, Shirley Hardman, Claire Hay, Carl Janzen, Bobby Jaswal, David Johnston, Gilmour Jope, Rashad Mammadov, David McGuire, Elaine Newman, Linda Pardy, Samantha Pattridge, Teresa Arroliga-Piper, Tripat Sandhu, Shelley Stefan, Sven Van de Wetering, and Martin Warkentin
ABSENT:	Vlad Dvoracek, Garry Fehr, Peter Geller, Kelly Guiaya, Amber Johnston, and Bruce Kirkley
GUESTS:	Zoe Dennison, Geetanjali Gill, Sarah Graham, Karen Klenk, Dana Landry, Zina Lee, Vanessa Radzmiski, Catherine Smith, Greg St. Hilaire, Donna Tafreshi
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: April 23, 2021

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. Computer Information Systems
Discontinuation: CIS 104, 124, 141, 160, 162, 165, 180, 185, 262

MOTION:
To approve the discontinuation of CIS 104, 124, 141, 160, 162, 165, 180, 185, and 262 as presented.
CARRIED

3.2. Criminology and Criminal Justice
Changes including course content: CRIM 100

MOTION:
To approve the CRIM 100 course outline as presented.
CARRIED

3.3. Global Development Studies
New course: GDS 270, Fundamentals of Global Health and Development
New course: GDS 330/ANTH 330, Humanitarianism and Complex Emergencies

MOTION:
To approve the GDS 270 and GDS 330/ANTH 330 course outlines as presented.

CARRIED

3.4. Psychology
New course: PSYC 311, Qualitative Methods in Psychology

MOTION:
To approve the PSYC 311 course outline as amended:
- Calendar description: "psychological research problems" changed to "research problems in psychology".
- Course content changed from weeks to bullets.

CARRIED

3.5. Social Work and Human Services
Discontinuation: HSER 261, 264

MOTION:
To approve the discontinuation of HSER 261 and 264 as presented.
CARRIED

3.6. Upgrading and University Preparation
Review with changes including prerequisites: ENGL 071, 081, 091
Discontinuation: MATH 094, 095

The department clarified that the note on ENGL 071 and ENGL 081 that they are "not designed for English Language Studies students" does not preclude ELS students from taking these courses, but rather indicates that the courses do not provide comprehensive support for all language skills.

MOTION:
To approve the ENGL 071, 081, and 091 course outlines as presented.
CARRIED; 1 OPPOSED

MOTION:
To approve the discontinuation of MATH 094 and 095 as presented.
CARRIED

3.7. Arts Studies
New course: UNIV 102, University Studies Tutorial

Students will not be required to take this course, but will be informed that it is available for additional help.

MOTION:
To approve the UNIV 102 course outline as presented.
CARRIED

3.8. Health Studies
Changes to entrance requirements: Certified Dental Assistant certificate

MOTION:
To recommend the changes to the Certified Dental Assistant certificate entrance requirements as presented, effective January 2022.

CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. English Language Proficiency Requirements

Extension of Duolingo

MOTION:
That the use of Duolingo be extended through to the Winter 2023 intake.
CARRIED

4.2. Course outline form and memo template revisions

The Course Outline Subcommittee has completed revisions to the course outline form and the accompanying memo templates, and recommended requiring the new forms for any courses coming to UEC's January 2022 meeting.

4.3. APPC report

APPC has not met recently.

4.4. Senate report

- Course Repeat policy (86) was discussed at Senate, but will be undergoing further consultation.
- Two new schools were created, pending Board approval: the School of Social Justice and Global Stewardship and the School of Culture, Media, and Society.
- Senate approved the proposal to return to a single year academic calendar, effective 2021/22. A single annual calendar will be published in the spring, with updates in the fall and winter.

4.5. Senate Teaching and Learning Committee report

This committee did not meet this month.

4.6. Policy Subcommittee report

- Transfer Credit policy (107) is in the final stages of consultation.
- Work has begun on the English Language Proficiency Requirement policy (99), and should be completed in the next year.
- Final revisions are being made to the Undergraduate Directed Studies, Special Topics, and Independent Study Courses policy (207), and this should be ready to come back to UEC early in the fall.
- Grading System policy (101) is up for regular review; the committee is in the process of gathering information to begin work on this policy.

4.7. UEC Chair, 2021/22

Samantha Pattridge was nominated and acclaimed as Chair for 2021/22.

4.8. UEC Subcommittees

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

Screening Subcommittee

- One UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- UEC Assistant: Amanda Grimson
- UEC Faculty member (two-year term): Adrianna Bakos
- UEC Advisor (two-year term): Bobby Jaswal
- CFO/SBC representative: Mark Brosinski

Policy Subcommittee

- One UEC Chair: Samantha Pattridge
- Registrar (or designate): David Johnston
- Two UEC Faculty members (two-year term): Carl Janzen, *vacant*
- One UEC Advisor: Bobby Jaswal
- One IR representative: *vacant*
- One Dean: *vacant*
- One UEC at large members (two-year term): Claire Hay

Admissions Subcommittee

This subcommittee has been dormant, but will be revisited in the coming year. Membership composition is likely to be similar to in the past, but any members interested in this committee were invited to contact the Registrar. David McGuire expressed interest in this subcommittee.

Transfer Credit Subcommittee

- Registrar or designate: David Johnston
- Two UEC members: Carl Janzen, *vacant*
- At least two additional faculty (as diverse a representation as possible): Samantha Pattridge, *vacant*
- One advisor: *vacant*

5. INFORMATION ITEMS

5.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
BIO 083
CHEM 083
HIST 161/LAS 161, 205, 221, 318, 324, 359/LAS 359, 457/LAS 457, 458/LAS 458, 459/LAS 459, 460/LAS 460
MATH 105
SOWK 311

5.2. Health Care Assistant certificate

5.3. UEC membership, 2021/22

5.4. UEC meeting schedule, 2021/22

6. ADJOURNMENT

The meeting was adjourned at 11:48 am.

Memo for Course Changes

To: Linda Pardy, College of Arts Curriculum Committee Chair

From: Zina Lee, Director of the School of Criminology and Criminal Justice

Date: May 4, 2021

Subject: Proposal for Revision of CRIM 281

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: Our diploma and degree programs were recently approved for various changes. One of these changes involved the pre-requisites for practicum, which then need to be revised in the official course outline.
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? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? N/A
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: N/A
   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? N/A

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

CWC comments and responses:

- Can some additional details be provided in the evaluation section? For instance, what is the threshold to receive credit for this course? How is the practicum assessed? (Could a sample be provided for UEC?) UEC also typically asks for details when assignments are 50% or greater.

  In order to receive credit for practicum, students must complete 200 hours and receive a favourable evaluation from their site supervisor. A favourable evaluation is defined as follows: 70% of the items that the site supervisor rates must be at a rating of C or higher. Please find attached the form that site supervisors complete.

Appendix "B"

SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE
UNIVERSITY OF THE FRASER VALLEY

FINAL EVALUATION FORM

NOTES TO FIELD SUPERVISORS REGARDING EVALUATION

As the student's practicum experience is a major consideration in the assignment of his/her final grade, it is essential that the completed evaluation form be as comprehensive, accurate, and direct as possible. The evaluation form provides important feedback to the student and could be helpful (when favorable) as supporting information that the student could attach to an employment resume. We recommend that you use the attached form as a guide for providing the student informal verbal feedback during the second or third week in February so that any concerns you may have will be addressed early enough for the student to take corrective action or learn new ways to succeed in your agency.

The instructions for the intendance of the form are as follows:

1. Discuss the evaluation form attached below with the student at the outset of the practicum to ensure that each item on the form is fully understood. Students will have reviewed this form with the Career Development Coordinator before meeting with you for the first time. Review the students Learning Goals (the student will provide you with these) and finalize the student's Plan of Activities before the end of the third week in January.

2. Complete the evaluation form during the last week of the practicum period. You may have multiple copies of the form completed by several people who have observed the students' performance…all such forms will later be averaged by the Career Development Coordinator.

3. Discuss the completed form with the student.

4. Ask the student to sign the form on the basis that he/she has seen the completed evaluation and it has been discussed with the student.

5. Sign the evaluation form yourself.

6. If the student wishes to make his/her own written comments on the contents of the evaluation, please ask him/her to do so in the space provided at the end of the evaluation form, or on another piece of paper. These comments should be followed by the signatures of both yourself and the student.

7. Submit the evaluation form to the Career Development Coordinator during the week following the student's last field practice day.

UNIVERSITY OF THE FRASER VALLEY
SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

RATING SCALE

Note: When assigning grades on the form attached below, you may use + or - designations (i.e., B+, C-, etc.) to make your assessment more accurate.

The following ratings should be applied to each item listed in Part I:

A = Student has demonstrated a level of ability, performance and/or understanding that is **Excellent.**

B = Student has demonstrated a level of ability, performance and/or understanding that is **Good.**

C = Student has demonstrated a level of ability, performance and/or understanding that is **Moderate.**

D = Student has demonstrated a level of ability, performance and/or understanding that is **Minimal.**

F = Student has demonstrated a level of ability, performance and/or understanding that reflects that they receive **Fail** for this course.

It will be important that the Supervisor comment on only those items in which the student has had an opportunity to demonstrate a level of ability, performance and/or understanding. In those instances where the Supervisor feels proper assessment cannot be made, he/she should use one of the two following notations:

1. N/A -- Item is not applicable.
2. N/T -- Item was not tested. Student did not receive an exposure that would allow the item to be sufficiently observed.

UNIVERSITY OF THE FRASER VALLEY
SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

EVALUATION FORM: PART I

A.	Professionalism/Responsibility	A	B	C	D	F	N/A	N/T
1.	Able to adhere to expectations of the agency regarding hours, punctuality, dress.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to maintain confidentiality.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3.	Demonstrates versatility when approaching diverse range of people and problems.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
4.	Demonstrates confidence.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
5.	Able to deal effectively with own feelings, values and attitudes.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

B.	Working Relationships	A	B	C	D	F	N/A	N/T
1.	Able to work cooperatively and amiably with staff and outside resource persons.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to work comfortably with clients/public.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

C.	Knowledge/Understanding	A	B	C	D	F	N/A	N/T
1.	Demonstrates an accurate and thorough understanding of the agency's purpose	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Demonstrates correct understanding of agency's programs and services (able to interpret).	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3.	Demonstrates knowledge of resources that are available to get their field practice tasks done.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

D.	Performance/Ability to Carry Out Assignments	A	B	C	D	F	N/A	N/T
1.	Able to follow instructions.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to take initiative.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3.	Is organized.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
4.	Is conscientious.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
5.	Is thorough.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

E.	Communication Skills	A	B	C	D	F	N/A	N/T
1.	Able to communicate verbally.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to communicate in writing.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3.	Able to listen actively to demonstrate understanding of others' messages.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
4.	Able to elicit information by asking appropriate questions.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

F.	Intervention Skills	A	B	C	D	F	N/A	N/T
1.	Able to identify and assess client needs, problems and unused opportunities.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to set goals and plan with clients to assist them to move toward their preferred future.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

G.	Research Skills	A	B	C	D	F	N/A	N/T
1.	Able to identify an appropriate and useful research topic.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
2.	Able to stay on task and on schedule.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3.	Able to organize and present information accurately.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

Do you feel this student has the requisites to enter your agency as a front-line staff or officer?
☐ Yes ☐ No

EVALUATION FORM: PART II

What do you consider to be the major strengths and weaknesses of this student in view of his/her future employment in the criminal justice system?

Click here to enter text.

EVALUATION FORM: PART III

Confirmation
I certify I was responsible for completing this evaluation form.

Field Supervisor _____ Date: _____

I certify that I have seen this evaluation form and that it has been discussed with me by the Field Supervisor. My signature does not indicate that I agree or disagree with the contents of the evaluation.

Student _____ Date: _____

Student Response (Optional)

If the student wishes to make any comments on the contents of this evaluation form please do so in writing below. These comments must be accompanied by the signatures of the student and the Field Supervisor.

Click here to enter text.

Field Supervisor _____ Date: _____

Student _____ Date: _____

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1997
REVISED COURSE IMPLEMENTATION DATE: January 2021
COURSE TO BE REVIEWED (six years after UEC approval)**:** September 2024
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: CRIM 281	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: 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 Social Sciences	**Department (or program if no department):** School of Criminology and Criminal Justice

Calendar Description:

Provides students with a supervised work experience in a criminal justice or community agency.

Note: Enrolment in this course is by prior arrangement with the Career Development Coordinator.

Prerequisites (or NONE):	Admission to the Criminal Justice diploma or Bachelor of Arts (Criminal Justice), CRIM 100, CRIM 103, CRIM 104, CRIM105, C+ or better in CRIM 265, (CMNS 125 or ENGL 105), minimum CGPA of 2.67, and department permission.
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):
(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	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	200
Supervised online activities	
Other contact hours:	
Total hours	**200**

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: Zina Lee	**Date approved:**	May 4, 2021
Faculty Council approval	**Date approved:**	June 4, 2021
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	June 4, 2021
Campus-Wide Consultation (CWC)	**Date of posting:**	August 27, 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	September 8, 2021

Learning Outcomes:

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

- Utilize concepts, skills and theories learned in the classroom.
- Describe how individual sectors of the criminal justice system work on a day-to-day basis.
- Articulate how the overall goals of the system are actualized through policies, procedures, and the deployment of resources.
- Assess their abilities and interests as a potential criminal justice practitioner.
- Evaluate their experience in a potential employment situation.
- Perform various skills in which they have been trained.

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.)*

The course will include orientations, one-on-one meetings with the Career Development Coordinator, and two hundred hours of practical experience. Students may be asked to keep daily journals.

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:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Practicum evaluation:	100%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

In order to receive credit for the practicum, students must complete 200 hours and receive a favourable evaluation from their site supervisor. A favourable evaluation is defined as follows: 70% of the items that the site supervisor rates must be at a rating of C or higher.

Typical Course Content and Topics

200 hours, two full days a week in a supervised criminal justice or quasi criminal justice agency.

The University Calendar: Moving to a Single Calendar Year

The University Calendar Described **May 31, 2021**

The Academic Calendar is the official source for information about courses and programs of study offered at the University of the Fraser Valley. It is also the main source for information on admission requirements, academic regulations, academic standards, and general University policies for both undergraduate and graduate students. At times the Calendar is the official record for the information and at time it reflects information officially held elsewhere, such as Senate policies.

The years in a University – its complicated.

The academic year typically refers to September 1 to August 31, and encompasses the Fall, Winter and Summer Semesters as well as what we call the Continuing Education and Trades terms. For some purposes the Academic year may be considered to be July 1 to June 30.

The Fiscal year is from April 1 to March 31.

The traditional calendar year (small c) runs from January 1 to December 31.

For some purposes there is also a reporting year which runs from May 1 to April 31 (Summer, Fall Winter).

The Calendar Year (aka the Catalog Year)

The Calendar Year refers to the terms and dates associated with the academic year. All regulations relating to credentials and programs are first attached to the Calendar year they were approved (effective date). When a program has an approved change, the effective date for the change becomes the next Calendar year. There are some exceptions to this, as advance notice is required for some admission requirements and course prerequisite changes. The date (term) a student is admitted to a credential or approved in a program becomes their Calendar year and is important to students and advisors as it sets the curriculum requirements that must be followed to complete the chosen program. When a program changes while a student is enrolled in it, a student may elect switch to the new requirements, or remain in their initial Calendar year. A student may not straddle 2 different Calendar years in the same program, nor may they chose or be placed in a Calendar year prior to their initial admission to a credential or enrolment in a program.

At UFV, as the University transitioned from a traditional print Calendar to designating the web based ("on-line") Calendar as the official record, a somewhat unique 2 Calendar years per academic year was created. Therefore, we publish a separate Fall Calendar and a Winter / Summer Calendar. The previous rules and regulations are copied into the next Calendar even if there are no changes. There is little documentation available on the purpose of it, but it is understood that when we went from the print edition to a fully online publication being the official version, members of the University community were concerned that there would be significant constraints imposed on when they could change courses and programs. It was likely felt that 2 publications a year would provide increased flexibility. While the

current 2 per year system does allow for some flexibility, it adds unnecessary constraints and confusion and also causes a large work load for the staff preparing the Calendar, the staff updating the MyGRADplan program audit software, and the advising community. This is because all existing programs without or without changes must be duplicated from the Fall version to the Winter version. This involves a considerable amount of time and effort for no evident purpose.

Recommendation

It is proposed that UFV move to an annual "Academic Year" Fall to Summer Calendar with at least 2 formal updates per year. This would mean a single on-line publication, with formal fall and winter updates. Additional updates for editorial changes, error corrections and emerging issues will be done on an as needed basis. When approved, this will make it easier for students to understand, far less complicated for advisors, and let UFV take advantage of the on-line nature of the Calendar, which is far more flexible by-design than the old Print version. The impact on courses, programs and admission requirements is summarized below.

Course Changes

Major: with each Calendar update

Minor: with each Calendar update

Courses with prerequisite changes will be subject to the notice period described in Policy 84, Pre requisites and Co-requisites. Courses can only be discontinued/deleted in the annual update.

Program Changes

Major: Annual Calendar update

Minor: with each Calendar update

Program Additions: New programs will normally be introduced in the annual update, unless Senate or other approving body approves an exception. The new program would then be included in the next available update.

Program suspension

Each Calendar update

Program cancellation

Annual update only

Admission Requirement Changes

Annual update only, with notice when required as described in Policy 80, Admission.

Procedures

for Undergraduate Program and Course Approval

Appendix to Policy 21

Last revised: September 2020

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 includes 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 the date on the cover page. 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 and Quality Assurance office (PDQA) website, https://www.ufv.ca/program-development/.

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 and Quality Assurance 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: A structured set of courses and associated requirements designed to deliver learning outcomes specific to a disciplinary or interdisciplinary field of study, and offered as an approved credential (e.g., a certificate, diploma, degree, etc.) or an approved option within a credential (e.g., a major, minor, honours, concentration, specialization, etc.)

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: A statement of intent for the development of a new program prepared using a standard template provided by the Program Development and Quality Assurance Office.

Program Development and Quality Assurance Office (PDQA): 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 and rationale for the development of a new program prepared on a standard template provided by the Program Development and Quality Assurance 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.

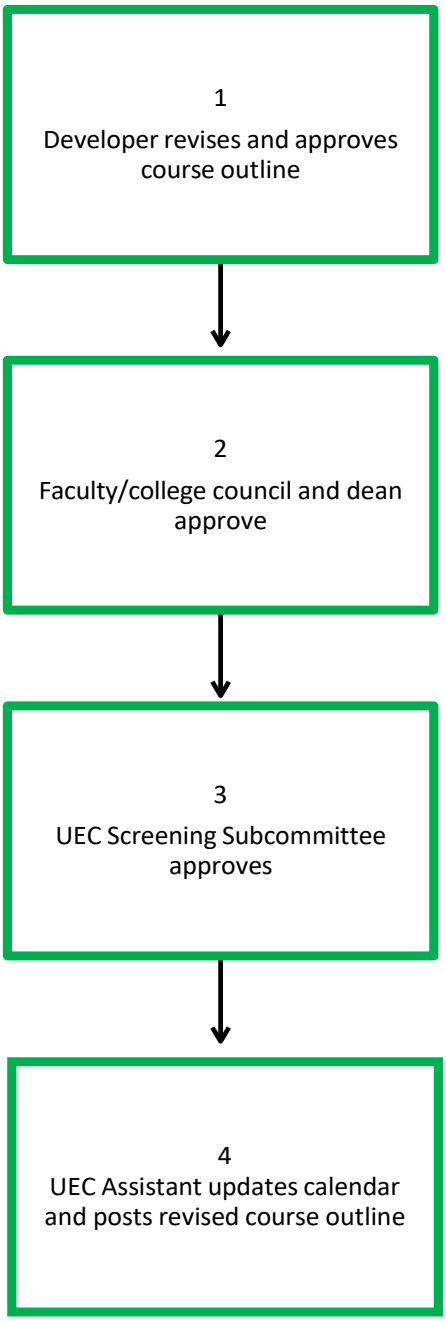
2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course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



6

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.

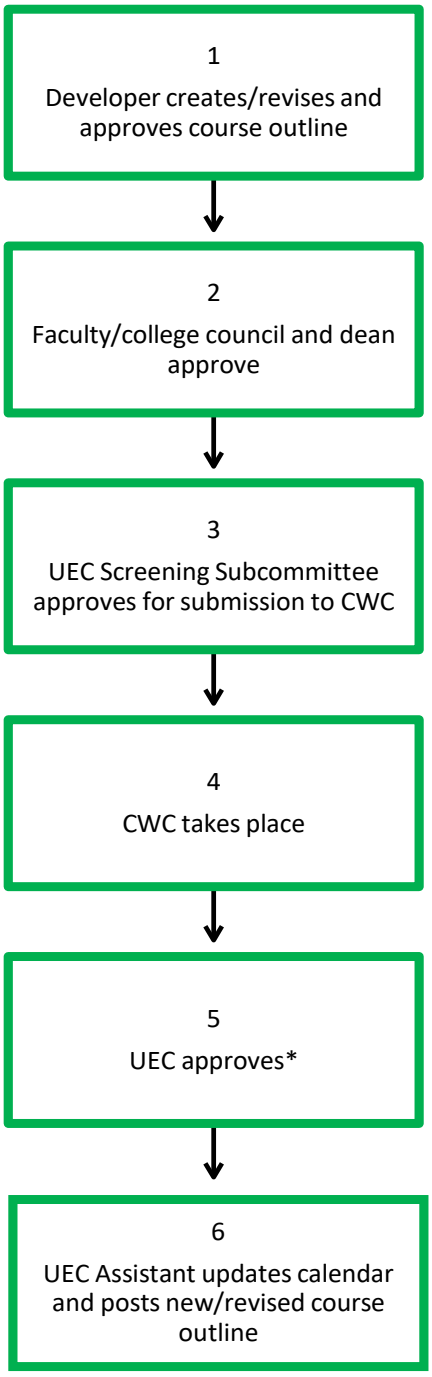
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for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

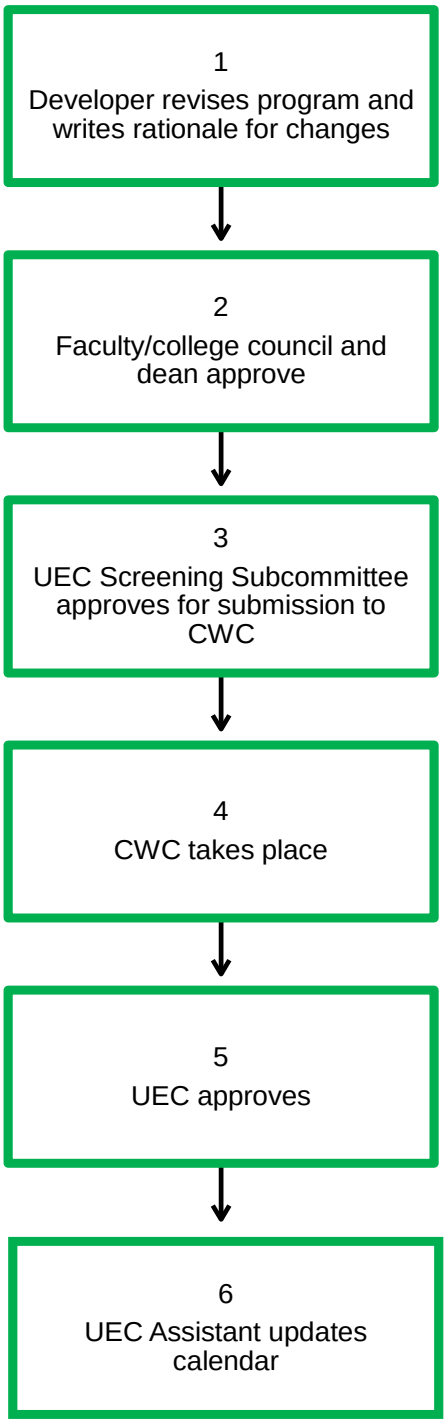
3. **UEC Screening Subcommittee:** The council assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track 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.

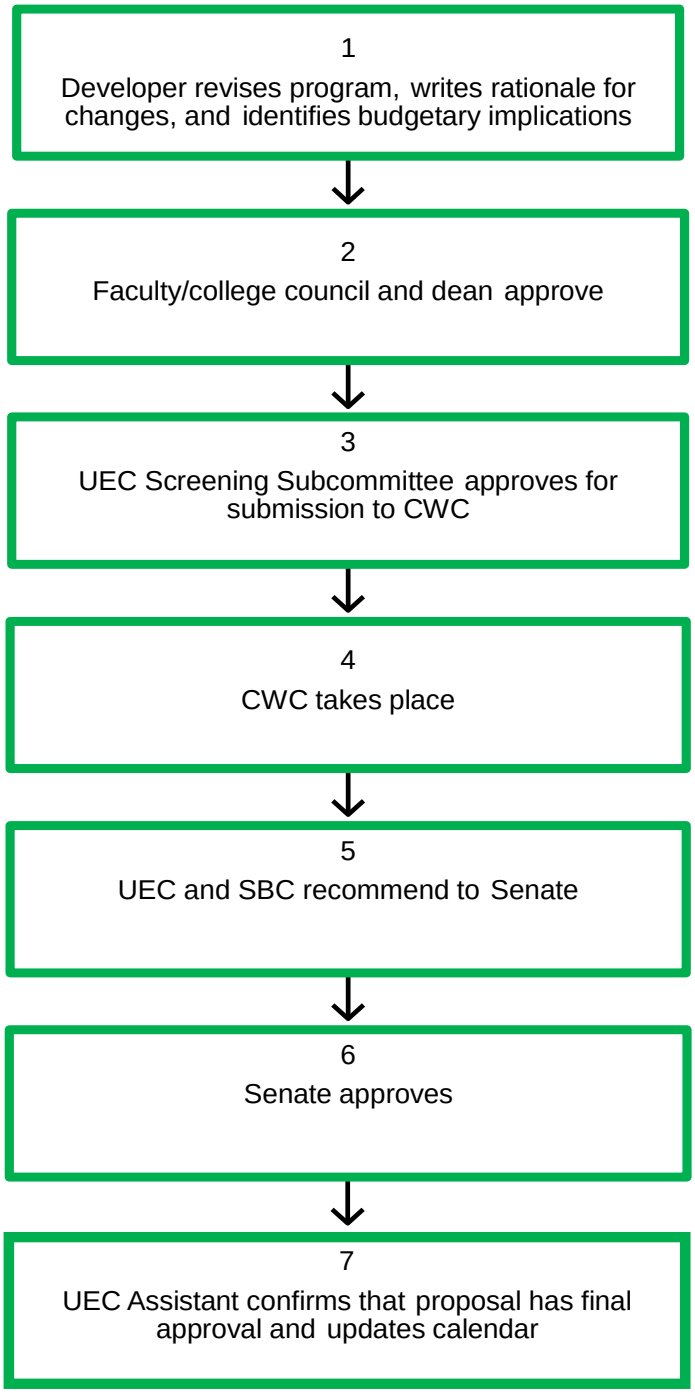
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to Senate. The proposal will also be submitted to SBC, which reviews the proposal and makes 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 and Quality Assurance 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 and Quality Assurance 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 and Quality Assurance Office for specific information about submission formats and procedures. An administrative guide for the internal approval process is available on the website at https://www.ufv.ca/program-development/develop-new-program/.

For the purposes of new program development, there are two categories of programs: (a) those that require Ministry approval, and (b) those that require internal approval only. Programs that require Ministry approval (e.g. a full degree, a major, or a minor in an area that does not have a major, etc.) involve a Stage 1 process, as explained below.

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 and Quality Assurance Office (PDQA) 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, in consultation with PDQA, appropriate academic units, and the dean, using the approved template. PWG submits the Concept Paper to PDQA, who verifies that it is complete before submission to the dean and faculty/college council.

3. **Faculty/college council and dean:** The dean reviews and approves the Concept Paper in consultation with faculty/college council, and confirms support for development of a full program proposal. (Note: since Concept Papers are statements of intent and do not provide fully developed curriculum, review by faculty/college curriculum committees is not necessary.)

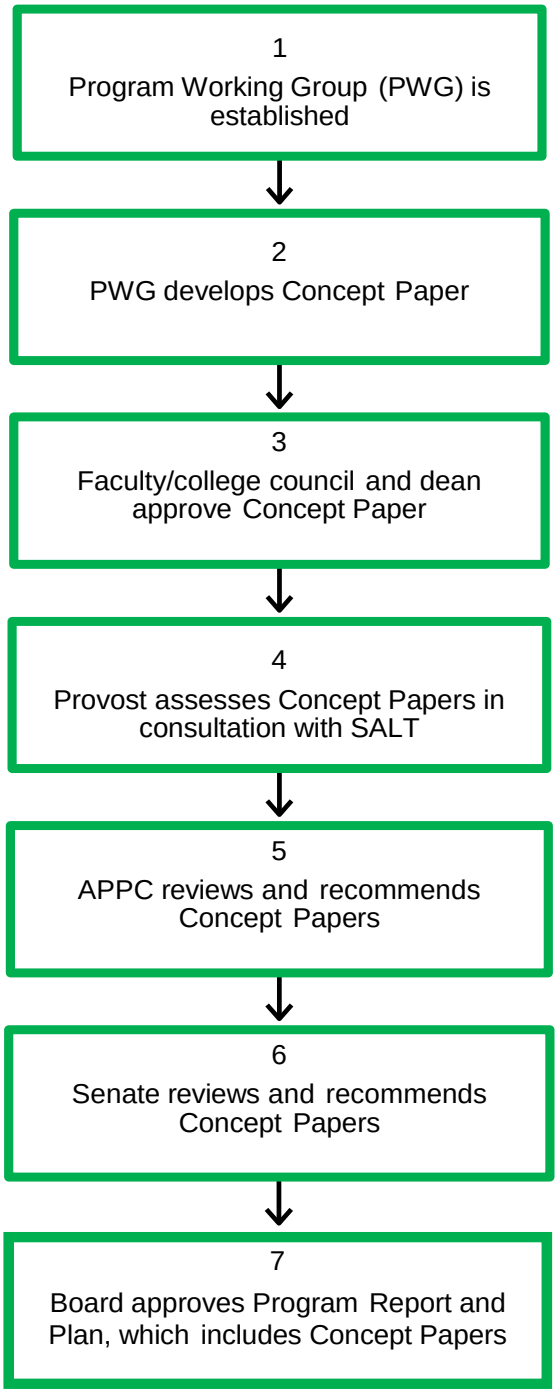
4. **Provost's recommendation to Academic Planning & Priorities Committee (APPC):** Upon approval by the dean and faculty/college council, the Provost, in consultation with the Senior Academic Leadership Team, assesses all Concept Papers submitted in a given cycle, , and prepares a report for presentation 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

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 representative; Dean responsible for the program; and the Associate Director and Assistant for Program Development and Quality Assurance.

Programs requiring Ministry approval (degree programs) complete Stage 1 development prior to proceeding to Stage 2 development of the program proposal (see A below).

Programs requiring internal approval only (non-degree programs) proceed directly to development of the full program proposal (see B below).

A. Programs requiring Ministry approval (degree programs)

1. **Stage 1 Development:** The PWG, with assistance from PDQA, develops the learning outcomes and curriculum for the program, and completes the research and consultation required to address the Stage 1 standards and criteria set by the Ministry. The completed Stage 1 is submitted to PDQA who verifies completeness and appropriate consultation.

2. **Stage 1 Approval**: PDQA submits the Stage 1 proposal to APPC and SBC (Senate Budget Committee) to verify that it meets the standards and criteria required. Both committees must verify the Stage 1 before it moves forward for Ministry review. Once verified, the Stage 1 proposal returns to PDQA who ensures completeness, and then submits through the Office of the Provost and VP Academic to the Ministry for posting to PSIPS (Post-Secondary Institution Proposal System), review by the DQAB (Degree Quality Assessment Board), and Minister's decision on Stage 1 approval. The PWG may either proceed with Stage 2 development pending Ministry approval, or wait for the Minister's decision before proceeding with Stage 2. If the Stage 1 proposal is not approved, a decision will be made on whether to revise based on Ministry feedback, or discontinue development.

3. **Stage 2 Development:** With the assistance of PDQA, the PWG develops and writes the Stage 2 program proposal. The PWG submits the program proposal and draft calendar copy to PDQA, who verifies completeness and ensures appropriate consultation has taken place before submission to faculty/college curriculum committee or faculty council, as applicable.

4. **Curriculum Review:** The faculty/college curriculum committee or, in the case of faculties that do not have a curriculum committee, the faculty council, review and approve the Stage 2 program proposal and, if applicable, the new courses related to the program. The proposal will include a summary of the consultation that has taken place, with supportive evidence. The PWG responds to any feedback, revising the proposal as needed, and submits to PDQA.

5. **Desk Reviews:** The Stage 2 program proposal will be sent to external reviewers early during the internal approval process. Once available, the external reviewers' comments, and PWG's responses to the comments, will accompany the program proposal as it goes through internal review.

6. **UEC Screening Subcommittee and Campus Wide Consultation:** PDQA submits the proposal to the UEC Screening Subcommittee who reviews the proposal and verifies that all appropriate internal consultation has taken place. Notice of proposals is also 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.

7. **Undergraduate Education Committee (UEC):** PDQA submits the program proposal, calendar copy, consultation summary, and the PWG's responses to comments from UEC Screening to UEC for review and verification that the program meets degree quality standards and quality curriculum principles. UEC recommends approval on behalf of Senate. All new courses or substantially revised courses that are included in a new program must also be approved by UEC before the program moves forward to the next step in the approval process.

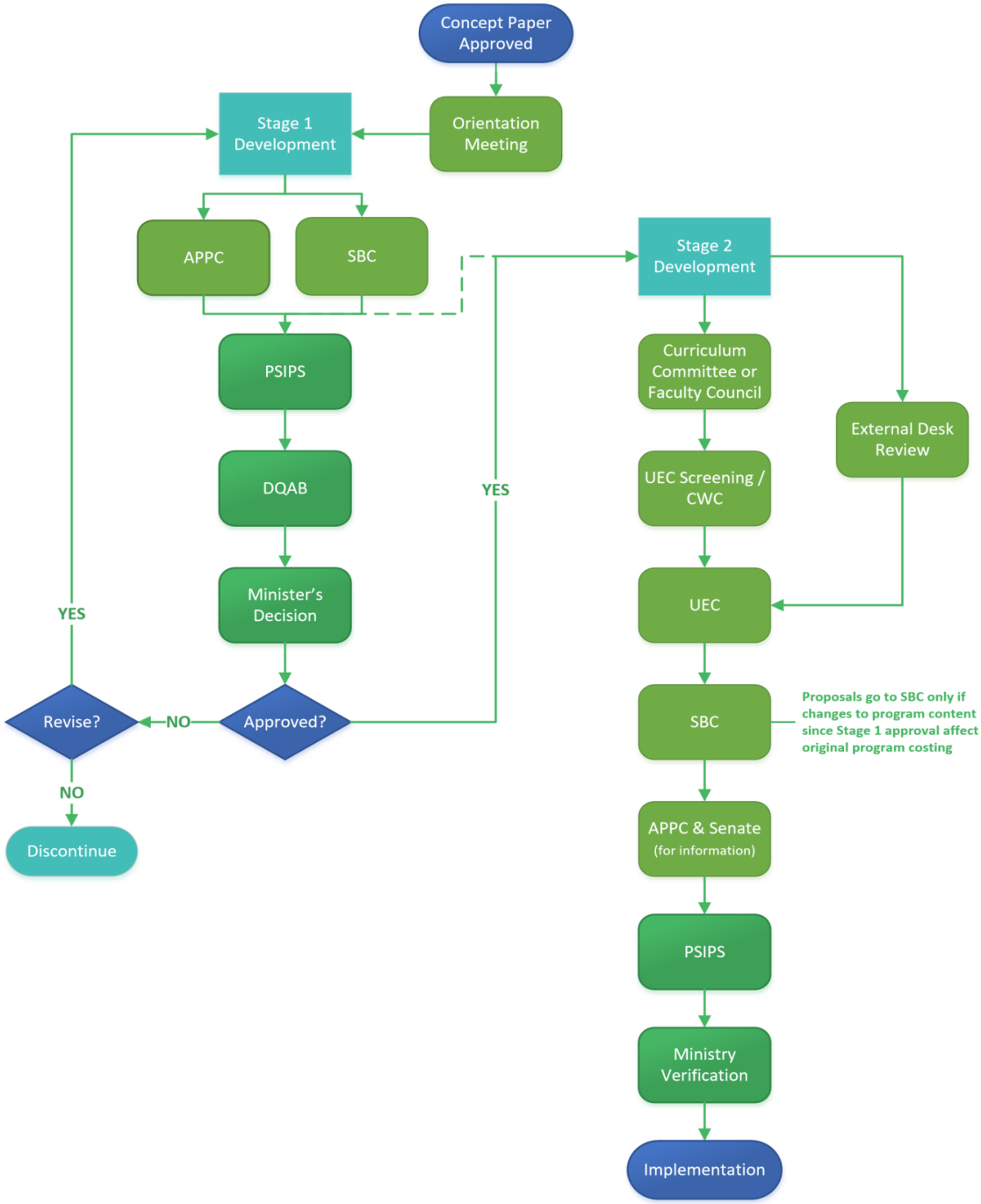
8. **Senate Budget Committee (SBC)** Program proposals requiring Ministry approval go to SBC only if changes to program content since Stage 1 approval require adjustment to the original program costing.

9. **Academic Planning & Priorities Committee (APPC) and Senate:** Following UEC and (where required) SBC approval, PDQA ensures completeness of all documents before sending the program proposal to APPC and Senate for information. APPC and Senate reserve the right to request revisions to the proposal if deemed necessary. Furthermore, if Senate determines that the program has substantially changed from what was proposed in the Concept Paper, Board approval is solicited.

10. **Stage 2 approval:** The Stage 2 proposal returns to PDQA for final review and is then submitted through the Office of the Provost and VP Academic for posting to PSIPS and Minister's verification of Stage 2 completion, as required by the Ministry of Advanced Education.

11. **Implementation:** Upon final approval, PDQA meets with the PWG chair, the responsible Dean(s), and the Vice-Provost to review the implementation procedures for the new program.

Process for program proposals requiring Ministry approval



B. Programs requiring internal approval only (non-degree programs)

1. **Full Program Proposal:** With the assistance of PDQA, the PWG develops and writes the full program proposal. The PWG submits the program proposal and draft calendar copy to PDQA, who verifies completeness and ensures appropriate consultation has taken place before submission to faculty/college curriculum committee, or faculty council, as applicable.

2. **Curriculum Review:** The faculty/college curriculum committee or, in the case of faculties that do not have a curriculum committee, the faculty council, review and approve the program proposal and, if applicable, the new courses related to the program. The proposal will include a summary of the consultation that has taken place, with supportive evidence. The PWG responds to any feedback, revising the proposal as needed, and submits to PDQA.

3. **UEC Screening Subcommittee and Campus Wide Consultation:** PDQA submits the proposal to the UEC Screening Subcommittee who reviews and verifies that all appropriate internal consultation has taken place. Proposals are also 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 respond to any comments received from CWC and, where applicable, include any responses in the program proposal.

4. **Undergraduate Education Committee (UEC):** PDQA submits the program proposal, calendar copy, consultation summary, and the PWG's responses to comments from UEC Screening to UEC for review and approval. All new courses or substantially revised courses that are included in a new program must also be approved by UEC before the program moves forward to the next step in the approval process.

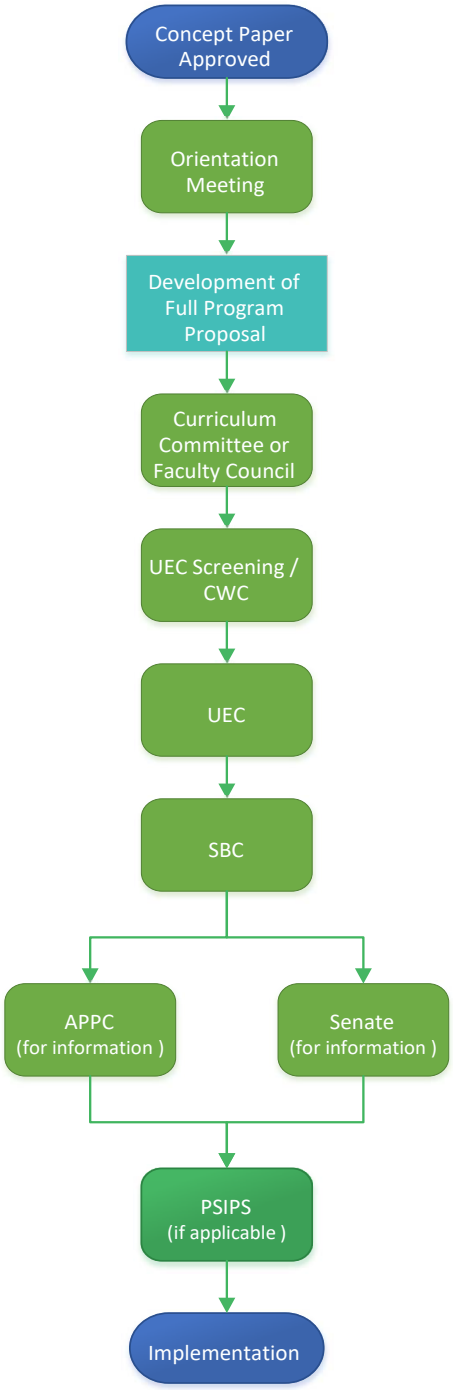
5. **Senate Budget Committee (SBC)** Following UEC approval, PDQA submits the budgetary analysis, program proposal, and calendar copy to SBC for review and approval.

6. **Academic Planning & Priorities Committee (APPC) and Senate:** Following UEC and SBC approval, PDQA ensures completeness of all documents and submits the proposal to APPC and Senate for information. APPC and Senate reserve the right to request revisions to the proposal if deemed necessary. If Senate determines that the program has substantially changed from what was proposed in the Concept Paper, Board approval will be solicited prior to program implementation.

7. **PSIPS:** For proposals that require posting to the Post-Secondary Instructional Program System, the proposal returns to PDQA for final review and is then submitted through the Office of the Provost and VP Academic for posting to PSIPS for 30 days. The PWG must respond to any comments received during the PSIPS peer review.

8. **Implementation:** After the proposal has completed APPC, Senate and, if applicable, PSIPS, the PDQA office organizes a meeting with the PWG chair, the responsible Dean(s), and the Vice-Provost to review the implementation procedures for the new program.

Process for program proposals requiring internal approval only



Memo for New Course

To:

From: (Department head or Chair of Program Working Group)

Date:

Subject: Proposal for new course (insert title of course)

There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).

1. Rationale for new course, including how this course fits into the program(s):

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
4. Which program areas have been consulted about the course?
5. If a new discipline designation is required, explain why:
6. In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.:
9. Estimate of the typical costs for this course, including textbooks and other materials:

Memo for Course Changes

To:

From: (Department head or Chair of Program Working Group)

Date:

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

Note that even minor changes may result in comments from committees on all aspects of the course.

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:
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)?
6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials:

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval)**:**

Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number:	**Number of Credits:** Course credit policy (105)
Course Full Title: **Course Short Title:** (To be assigned by OReg based on university standards.)	
Faculty:	**Department (or program if no department):**

Calendar Description:

(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)

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

Prerequisites (or NONE):	
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:

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

[click to select]	
[click to select]	
[click to select]	
[click to select]	
[click to select]	
Total hours	**0**

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

Course Details

Special Topics course: **[click to select]**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**

Grading System: **[click to select]**

Delivery Mode: **[click to select]**

Expected frequency: **[click to select]**

Maximum enrolment (for information only)**:**

Prior Learning Assessment and Recognition (PLAR)

[click to select]

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **[click to select]**

Submit outline for (re)articulation: **[click to select]**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**
Faculty Council approval	**Date of meeting:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

(5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

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

- Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.
- Example: Identify the historical circumstances - political, social, economic, and artistic - leading to the production of posters.
- Example: Develop persuasive public relations messages for target audiences.
- Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues. this section for supplies and materials for all sections of this course.

Institutional Learning Outcomes

(**Optional section:** Indicate which ILOs this course contributes to by deleting the ILOs that are not applicable, or remove this section.)

This course contributes to the students' ability to meet the following institutional learning outcomes:

- Demonstrate information competency.
- Analyze critically and imaginatively.
- Use knowledge and skills proficiently.
- Initiate inquiries and develop solutions to problems.
- Communicate effectively.
- Pursue self-motivated and self-reflective learning.
- Engage in collaborative leadership.
- Engage in respectful and professional practices.
- Contribute regionally and globally.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

[click to select] %	[click to select] %	[click to select] %
[click to select] %	[click to select] %	[click to select] %

Details:

(Itemize assignments if more than 50%, and provide any other relevant information.)

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	[click to select]			
2.	[click to select]			
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

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

Course Content and Topics

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)