



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**June 17, 2022 - 10:00 AM**  
**Zoom**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1. UEC draft minutes: May 20, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 11      **3.1. Social Work and Human Services**

Review with changes including prerequisites: SOWK 493

MOTION: To approve the SOWK 493 course outline as presented.

12 -      **3.2. Kinesiology**

15      Change to program requirements: Bachelor of Kinesiology, Active Health specialization

MOTION: To approve the changes to the Bachelor of Kinesiology Active Health specialization as presented, effective January 2023.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. APPC report**

16 -      **4.2. Senate report**

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**4.3. Senate Teaching and Learning Committee report**

**4.4. Policy Subcommittee report**

**4.5. UEC Chair, 2022/23**

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**4.6. Membership on UEC Subcommittees**

Screening Subcommittee  
Policy Subcommittee

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BIO 093

CHEM 083

EDUC 422, 423, 424, 425, 431, 435, 436, 440, 442, 445, 446, 447, 448, 452,  
490, 495, 498

ENGL 052, 053, 062, 063

GEOG 103, 241

MATH 052, 053, 062, 063, 075, 076, 084, 085

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**5.2. 2022/23 UEC membership and meeting schedule**

**6. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

May 20, 2022  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Teresa Arroliga-Piper, Adrianna Bakos, Courtney Boisvert, Claire Carolan, Shirley Hardman, Carl Janzen, Nicholas Johnson, Amber Johnston, David Johnston, Gilmour Jope, Randy Kelley, Dana Landry, Theresa Mulder, Sarbjot Nijjar, Linda Pardy, Samantha Pattridge, Vanessa Radzinski, and Ravneet Sohal

**ABSENT:** Vlad Dvoracek, Claire Hay, Selena Karli, David McGuire, Elaine Newman, and Shelley Stefan

**GUESTS:** Lorna Andrews, Cory Beshara, Sue Brown, Jeff Chizma, Shawna Dyck, Sarah Graham, Bobby Jaswal, Ashley McDougall, Marlene Murray, Jason Thomas, Noham Weinberg

**RECORDER:** Amanda Grimson

#### **1. APPROVAL OF THE AGENDA**

#### **2. APPROVAL OF UEC MINUTES**

##### **2.1. UEC draft minutes: April 22, 2022**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Child, Youth, and Family Studies**

Review with changes: CYC 469

**MOTION:**

To approve the CYC 469 course outline as presented.

CARRIED

##### **3.2. Social Work and Human Services**

Discontinuation: HSER 290

**MOTION:**

To approve the discontinuation of HSER 290 as presented.

CARRIED

##### **3.3. Business**

Change to entrance and program requirements: Accounting certificate

Change to entrance and program requirements: Business Administration certificate

Following advice from Shirley Hardman (Senior Advisor on Indigenous Affairs), the memo responses regarding Indigenization will be revised when these programs go forward to Senate.

The Business Administration certificate included an option for students to use completion of the Applied Business Technology certificate in place of a 3-credit elective course, but this will require further discussion. Sue Brown (School of Business representative) agreed to remove this from the proposal.

Some additional calendar edits were also noted.

**MOTION:**

To recommend the changes to the Accounting certificate as presented, effective January 2023.

CARRIED

**MOTION:**

To recommend the changes to the Business Administration certificate as amended, effective January 2023:

- Option to use the Applied Business Technology certificate in place of an elective course will be removed.

CARRIED

**3.4. Integrated and General Studies**

Changes to program requirements: Bachelor of Integrated Studies

Changes to program requirements: General Studies diploma

It was noted that the calendar copy for both programs seemed to replace CRIM 220 with CIVI 200. As this was not mentioned in the memos, it was assumed to be an error. CRIM 220 will remain unless brought back to UEC for further approval.

**MOTION:**

To approve the changes to the Bachelor of Integrated Studies as presented, effective January 2023.

CARRIED

**MOTION:**

To approve the changes to the General Studies diploma as presented, effective January 2023.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Fall reading break recommendation (Student Union Society submission)**

Ashley McDougall (SUS VP External) presented a proposal for a two-day Fall reading break following either Thanksgiving or Remembrance Day. Some potential options and concerns were discussed.

UEC members presented what they saw as challenges with introducing a Fall reading break:

- Time is needed after the final exam period to check prerequisites for the Winter semester, assess academic standing (academic warning, probation, required to withdraw), and notify students of related registration issues.
- Concern about maintaining the quality of the curriculum and having enough time to adequately address the course outcomes.
- Potentially unbalanced instructional days (e.g., fewer Mondays than Wednesdays).
- There is already not enough time off between semesters for either faculty or students.
- Faculty do not have enough time to complete marking if the time between semesters is shortened even further. Concerns were raised about faculty mental health without a long enough break between semesters.
- There was little data presented to support the SUS position on mental health. A short break in the middle of the semester is not helpful to positive mental health if it comes at the expense of adequate time to complete the course at the end.
- While a mid-semester break may provide some mental relief, it is at the expense of direct contact with faculty members, which may not be productive.
- There are some issues with the data presented by the SUS. Though there was a reasonable response rate, students were not asked what they would be willing to give up for a fall reading break, nor were they asked about the time between semesters.

Potential options to support a Fall Reading Break were discussed:

- Begin classes before Labour Day and/or schedule orientation days for the week before Labour Day.
- Schedule only multiple-choice exams on the last day of the exam schedule, as these do not require much marking time (this may be challenging, as the exam schedule already must ensure that there are no student conflicts, minimize instances where a student has three exams in a day, and minimize two exams in a row).
- Establish a shared understanding regarding the underlying pedagogy for how exams and classes should be structured.
- Include Sundays in the exam schedule to reduce the time needed and/or compress the exam period to nine days.
- Increase the length of time between the Fall and Winter semesters by starting later in January (this would in turn impact the summer semester).

The Registrar will consider the next steps for this proposal.

#### **4.2. Official Course Outline and cover memo templates**

Representatives from the Faculty of Science presented a request that the course memo questions about Indigenization and equity, diversity, and inclusion (EDI) be optional rather than required. Due to time, most of the discussion focused on the question of Indigenization rather than EDI.

The initial request was brought forward from the Chemistry department. The submission included the following:

- While acknowledging the importance of meaningful forms of Indigenization, some faculty are uncomfortable with the imposition of a cultural requirement on science.
- Tokenistic responses may trivialize Indigenization of the physical sciences.
- Incorporating Indigenous knowledge or ways of knowing into many undergraduate science courses may not be meaningful, useful, or possible.
- More meaningful forms of Indigenization in science would be outreach to encourage better representation of Indigenous people in science, and learning more about Indigenous ways of knowing from Indigenous students.
- No other institution in B.C. includes a standard requirement for Indigenization or EDI in all courses.

Comments from UEC members included the following:

- UFV is a leader in this area, and has committed to Indigenization throughout the institution to change the situation of Indigenous Peoples in the classroom following both the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's 94 Calls to Action.
- Indigenization is not about imposing cultural beliefs, but about acknowledging that relationships between Indigenous and non-Indigenous people in Canada have not been good, and these relationships need to change.
- Science is not ethically or culturally neutral, and has had many negative impacts on Indigenous people.
- Incorporation of Indigenous knowledge is only one aspect to consider. Although not all subjects lend themselves immediately to Indigenization of content, there is much more that can be done to Indigenize in many areas, such as how subjects are taught and how students are assessed.
- Lack of representation in science is not necessarily due to a lack of interest, but is another indicator that the current K-12 system is still failing Indigenous students.

How to best implement and communicate responses to Indigenization and EDI in the curriculum will be an ongoing topic of discussion at UEC.

#### **4.3. APPC report**

This item was postponed.

#### **4.4. Senate report**

This item was postponed.

#### **4.5. Senate Teaching and Learning Committee report**

This item was postponed.

UEC Draft Minutes  
20 May 2022

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**4.6. Policy Subcommittee report**

This item was postponed.

**5. ADJOURNMENT**

The meeting was adjourned at 12:03 pm.

**Memo for Course Changes**

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: April 6, 2022

**Subject: Proposal for revision of SOWK 493**

*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:

The course was due for a six-year review. It also required a curriculum update. The course is also an elective for the MSW Foundation program students.

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 \(ILOs\)](#):

The course learning outcomes were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work from a feminist lens. Students are encouraged to critically analyze current social, structural, and political issues related to social work with women and pursue self-reflective learning as it relates to their individual practice model.

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



No.

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

Consultation, collaboration, and review has taken place with the Bachelor of Social Work Committee members and the School of Social Work and Human Services.

5. 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 \(UNDRIP\)](#).

The course directly speaks to social work practice with women and women's issues, including decolonizing feminism and working with Indigenous women. Topic selection also includes learning about and examining Indigenous Peoples' and their relationship to feminism, including historical and current issues of race, racialization, racism, colonization and oppression.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Topic selection is built around the role of social work with all women as it relates to empowerment, social justice, advocacy, and equity. Intersectionality is also a critical component of this course content. As mentioned in the learning outcomes, transnational, transgender, intersectional and decolonizing views of feminism are incorporated. Students are asked to critically analyze social work practice from an anti-oppressive, critical and feminist lens. A promotion of women's voices and perspectives are included in the reading materials and to be incorporated in the assignments posed.

7. 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).

N/A

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

Texts - \$50



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1997  
**REVISED COURSE IMPLEMENTATION DATE:** January 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2028  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOWK 493                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Feminist Social Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Examines social work practice from a feminist perspective, including an analysis of theories and approaches underpinning social work with women. Transnational, transgender, intersectional, and decolonizing views of feminism are incorporated. Explores gender role stereotypes and specific issues experienced by women in areas such as violence, reproduction, housing, parenting, body image, mental health, disability, and care work.                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Admission to the Bachelor of Social Work or Master of Social Work.<br>Note: Students with a minimum of 45 university-level credits in other degree programs may be able to obtain permission from the School of Social Work and Human Services.                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(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.)</i>                                                                                                                             | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>32</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b> Curtis Magnuson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date of meeting:</b> March 4, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> May 6, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> June 17, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Critically assess how feminist theory has evolved over time to include, for example, anti-racist, transnational, transgender, and decolonial perspectives.
2. Analyze power and control within patriarchal structures in relation to women's lived experiences.
3. Identify one's own experience with oppression and privilege.
4. Explain the ways in which white feminism can be oppressive.
5. Articulate the role of intersectionality in feminist social work practice.
6. Identify how social policy development and public discourse may contribute to the marginalization and stigmatization of women.
7. Demonstrate an awareness of current ethical issues within social work practice from a feminist perspective.
8. Articulate how a feminist lens can be applied to micro, mezzo, and macro social work practice.
9. Analyze feminism as it intersects with gender, race/ethnicity, sexuality, ability, and other identities in the lives of women, transpeople, and nonbinary and gender-diverse individuals.

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

|                |     |          |     |              |     |
|----------------|-----|----------|-----|--------------|-----|
| Quizzes/tests: | 20% | Project: | 60% | Assignments: | 20% |
|                | %   |          | %   |              | %   |

**Details:**

Assignment – Individual reflective analysis and participation; Project – Arts-based collaborative group project based on weekly topics.

**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. Textbook | hooks, b.             | Feminism is for everybody: Passion politics | current |
| 2. Textbook | Adichie, C. N.        | We should all be feminists                  | current |
| 3.          |                       |                                             |         |
| 4.          |                       |                                             |         |
| 5.          |                       |                                             |         |

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

Additional up-to-date social work journal articles and videos are used to supplement the chosen textbook(s).

**Course Content and Topics**

Introduction to feminism and feminist theory  
 Historical context of feminism and exploring ethical feminist social work practice  
 Intersectionality  
 Transforming feminism – anti-racist, decolonial and transgender feminism  
 Reproductive justice  
 Housing insecurity and gender-based violence  
 Understanding and supporting mothers/parents  
 Body image  
 Mental health and feminist counselling  
 Community-based feminist practices  
 Care work, social policy, and unpaid labour  
 Transnational feminism  
 Social activism

**Memo for Program Changes**

To: UEC Screening Subcommittee

From: Amber Johnston

Date: May 12, 2022

**Subject: Program change, Bachelor of Kinesiology Active Health Specialization**

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

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

2. Rationale for change(s):

*In the fall we discovered a small oversight with the program plan for the Active Health Specialization. **The specific issue lies in the “choose one of KIN 360 or KIN 451” courses. Because the prerequisite for KIN 451 is KIN 360, only KIN 360 needs to be taken from these two choices.** In other words, it is not really a choice and has created some confusion for students pursuing the Active Health Specialization.*

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

*N/A*

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

*N/A – this is a minor change that does not change the curriculum*

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

*N/A*

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

*No impact on students, other than providing clarity on the program requirements by correcting an oversight*

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

*This proposed change will result in an additional course in the 'mandatory courses' for the Active Health Specialization. However, it does not change the total number of courses required for this specialization.*

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

*N/A*

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

*No other BKin specializations are impacted by this change.*

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

*N/A – this minor change will not have implications on the budget*

## Bachelor of Kinesiology

### Active Health specialization: 18-19 credits

The Active Health specialization provides preparation for students who are pursuing careers in health and wellness, specifically community health and fitness, athletic therapy, sports psychology, and fitness management and recreation, and those planning to continue onto graduate school.

| Course             | Title                                                | Credits  |
|--------------------|------------------------------------------------------|----------|
| BUS 100            | Introduction to Business                             | 3        |
| <b>KIN 360</b>     | <b>Health Programming Across the Lifespan</b>        | <b>3</b> |
| KIN 362            | Theoretical Exercise Physiology                      | 3        |
| KIN 366            | Applied Counselling Skills for Fitness Professionals | 3        |
| KIN 465            | Adapted Physical Activity                            | 3        |
| <b>One of:</b>     |                                                      | <b>3</b> |
| <del>KIN 360</del> | <del>Health Programming Across the Lifespan</del>    |          |
| <del>KIN 451</del> | <del>Program Planning for Health Promotion</del>     |          |
| <b>One of:</b>     |                                                      | 3-4      |

|                |                                              |  |
|----------------|----------------------------------------------|--|
| KIN 350        | Stress and Chronic Disease                   |  |
| KIN 371        | Introduction to Athletic Injuries            |  |
| <u>KIN 451</u> | <u>Program Planning for Health Promotion</u> |  |
| KIN 462        | Advanced Exercise Testing and Prescription   |  |
| KIN 463        | Advanced Clinical Exercise Therapy           |  |



**Annual Report to Senate  
Undergraduate Education Committee  
2021-2022**



The Undergraduate Education Committee (UEC) has the responsibility to advise 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.

**Message from the Chair**

UEC has held face-to-face meetings throughout this academic year with the option for members to connect remotely if they were unable to attend in person. We have tried to encourage in-person attendance of committee members to enable more fulsome discussion of the curriculum-related issues that arise.

Our meetings almost always run the full two hours, and it has been noted that we often do not have time to discuss the significant issues that arise throughout the year. The committee would benefit from more time for information sessions and training at the start of the year and ongoing regular discussions of curriculum trends, current research in curriculum development, and the impact of UFV's strategic plans on our curriculum decisions (and vice versa). One way to accomplish this goal could be to reinstate an annual UEC retreat in late August. Another possibility is to ask guest speakers to present on curriculum trends and research when the agenda is lighter.

**Summary of Committee Work**

In the 2021-2022 academic year, UEC has reviewed and approved changes to more than 100 courses as part of the regular curriculum review process and these are summarized below. 45 programs have also made changes to program and admission requirements.

Changes to program and/or admission requirements were approved for:

- Accounting certificate
- Bachelor of Business Administration, BBA (Aviation), BBA for Agriculture Management, and BBA for Trades Management
- BBA majors in Accounting, Finance, Human Resource Management, International Business, and Marketing
- Business Administration (Aviation) diploma
- Business Administration certificate
- Bachelor of Environmental Studies
- Bachelor of Environmental Studies (Natural Sciences)
- Environmental Studies minor
- Bachelor of Fine Arts
- Graphic and Digital Design diploma and major
- Theatre major, extended minor, and minor
- Visual Arts major
- Bachelor of Integrated Studies
- General Studies diploma
- Bachelor of Media Arts
- Bachelor of Science
- Biology Honours, major, major concentrations, extended minor, and minors
- Chemistry Honours and major
- Physics major

- Engineering Transfer program
- Coding Skills associate certificate
- Automation and Robotics Technician diploma
- Electronics Technician certificate

New programs reviewed and approved:

- Teaching English Language Learners in K-12 Postbaccalaureate certificate
- Communications major within the BA
- Professional Sales minor

### **Course Approvals**

Academic programs have been active in reviewing and updating their curriculum. Of note, over the past 4 years we have discontinued more courses than we have created. In 2018-2019 there was a concerted effort to review the course inventory by the Calendar Editor who then worked with academic programs to remove unused courses.

**TABLE 1**

|                             | <b>2018/19</b> | <b>2019/20</b> | <b>2020/21</b> | <b>2021/22</b> | <b>Four-year total</b> |
|-----------------------------|----------------|----------------|----------------|----------------|------------------------|
| <b>New courses</b>          | 53             | 25             | 43             | 34             | 155                    |
| <b>Discontinued courses</b> | 77             | 40             | 20             | 45             | 182                    |

Since the last annual report in May 2021, UEC has received 215 course proposals including 54 major changes, 82 minor changes, 34 new courses and 45 discontinued courses.

### **Terms of Reference**

UEC has recommended one revision to the Terms of Reference and membership, to allow the Director of Advising to appoint a designate to the committee.

### **UEC Subcommittees**

Standing subcommittees:

- The Screening Subcommittee typically meets every two weeks to review all items prior to Campus-Wide Consultation and UEC.
- The Policy Subcommittee has been working on the following policies:
  - Course Repeat policy (86)
  - Subsequent and Concurrent Bachelor Degree policy (98)
  - English Language Proficiency policy (99)
  - Grading System policy (101)
  - Transfer Credit policy (107)
  - Undergraduate Directed Studies, Special Topics & Independent Study Courses policy (207)
- The Admissions Subcommittee Terms of Reference and membership have been revised.
- The Transfer Credit Subcommittee meets as required to review transfer credit requests from institutions or programming not recognized under Transfer Credit policy. No items of significance were submitted for review this year.

Ad-hoc subcommittee:

- The Course Outline Subcommittee completed revisions to the Official Course Outline and Memo templates in June. The new documents are now in use for all course proposals. The new forms provide opportunities for faculties and programs to highlight the work they are doing in Indigenization and decolonization as well as in Equity, Diversity, and Inclusion.

**Conclusion**

UEC has successfully supported the academic community in ensuring our undergraduate curriculum meets the quality assurance standards agreed upon in UFV's Guidelines for Quality Curriculum and those set by the Degree Quality Assessment Board.

UEC members have shown great commitment in undertaking their work. Agenda packages package often exceed 100 pages and cover a multitude of program and course changes along with other curriculum-related items from multiple faculties.

Report to Senate prepared by: Samantha Pattridge (Chair), David Johnston (Vice-Chair), and Amanda Grimson, (Calendar Editor and UEC Assistant).



## **UEC SCREENING SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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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**

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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**

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#### **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**

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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**

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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**

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#### **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.)

## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2022-23



| AREA REPRESENTED                                                 | TERMS OF OFFICE          | MEMBER                                                       |
|------------------------------------------------------------------|--------------------------|--------------------------------------------------------------|
| <b>Voting Members</b>                                            |                          |                                                              |
| Vice-Chair, Registrar & AVP, Enrolment Management (or designate) | Ongoing                  | David Johnston, Office of the Registrar                      |
| <b>9 faculty members, at least 2 from Senate</b>                 |                          |                                                              |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024 | Gilmour Jope, Faculty of Education, Community, and Human Dev |
| Faculty                                                          | 08-01-2021 to 07-31-2023 | Teresa Arroliga-Piper, Faculty of Humanities                 |
| Faculty (senator)                                                | 08-01-2022 to 07-31-2025 | Shelley Stefan, Faculty of Humanities                        |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024 | Amber Johnston, Faculty of Health Sciences                   |
| Faculty                                                          | 08-01-2022 to 07-31-2024 | Catherine Liao, Faculty of Health Sciences                   |
| Faculty                                                          | 08-01-2021 to 07-31-2023 | Vanessa Radzimski, Faculty of Science                        |
| Faculty                                                          | 08-01-2022 to 07-31-2024 | 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                    |
| <b>2 deans or associate deans</b>                                |                          |                                                              |
| Dean                                                             | 08-01-2021 to 07-31-2024 | Ian Affleck, Associate Dean, Faculty of Science              |
| Dean                                                             | 08-01-2021 to 07-31-2024 | Linda Parady, Associate Dean of Students, College of Arts    |
| <b>1 academic advisor</b>                                        | 08-01-2021 to 07-31-2023 | Nicholas Johnson, Advising Centre                            |
| <b>1 staff</b>                                                   | 08-01-2021 to 07-31-2023 | Courtney Boisvert, Upgrading & University Preparation        |
| <b>2 undergraduate students</b>                                  |                          |                                                              |
| Student                                                          | 08-01-2022 to 07-31-2024 | Ravneet Sohal, undergraduate student                         |
| Student                                                          | 08-01-2021 to 07-31-2023 | Sarbjot Nijjar, undergraduate student                        |
| 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             |
| <b>Ex-officio Non-voting Members</b>                             |                          |                                                              |
| Provost & Vice-President, Academic (or designate)                | Ongoing                  | Randy Kelley (designate until July 31, 2024)                 |
| AVP, Research, Engagement & Graduate Studies (or designate)      | Ongoing                  | Amber Johnston (designate)                                   |
| 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 (or designate)                         | Ongoing                  | Bobby Jaswal (designate)                                     |
| Associate Director, Program Development & Quality Assurance      | Ongoing                  | Claire Carolan                                               |
| <b>Administrative Support (non-member)</b>                       |                          |                                                              |
| UEC Assistant/Calendar Editor, Office of the Registrar           |                          | Amanda Grimson                                               |

**CURRENT MEMBERSHIP: 26 members - 18 voting members and 8 non-voting members**

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

Current as of June 13, 2022

**UEC MEETING DATES AND AGENDA DEADLINES 2023/23**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>                | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|----------------------------------------------------|-----------------------------------------------|
| <b>August/September [TBD], 2022</b><br>TBD — 10 am | UEC meeting and retreat                       |
| <b>September 23, 2022*</b><br>TBD — 10 am          | September 14, 2022                            |
| <b>October 28, 2022</b><br>TBD — 10 am             | October 19, 2022                              |
| <b>November 25, 2022</b><br>TBD — 10 am            | November 16, 2022                             |
| <b>December 16, 2022*</b><br>TBD — 10 am           | December 7, 2022                              |
| <b>January 27, 2023</b><br>TBD — 10 am             | January 18, 2023                              |
| <b>February 24, 2023</b><br>TBD — 10 am            | February 15, 2023                             |
| <b>March 24, 2023</b><br>TBD — 10 am               | March 15, 2023                                |
| <b>April 21, 2023</b><br>TBD — 10 am               | April 12, 2023                                |
| <b>May 19, 2023</b><br>TBD — 10 am                 | May 10, 2023                                  |
| <b>June 16, 2023</b><br>TBD — 10 am                | June 7, 2023                                  |

\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.