



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**May 20, 2022 - 10:00 AM**  
**A225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1. UEC draft minutes: April 22, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

7 - 10      **3.1. Child, Youth, and Family Studies**  
Review with changes: CYC 469

MOTION: To approve the CYC 469 course outline as presented.

11      **3.2. Social Work and Human Services**  
Discontinuation: HSER 290

MOTION: To approve the discontinuation of HSER 290 as presented.

12 -  
33      **3.3. Business**  
Change to entrance and program requirements: Accounting certificate  
Change to entrance and program requirements: Business Administration  
certificate

MOTION: To recommend the changes to the Accounting certificate as presented, effective Winter 2023.

MOTION: To recommend the changes to the Business Administration certificate as presented, effective Winter 2023.

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41      **3.4. Integrated and General Studies**  
Changes to program requirements: Bachelor of Integrated Studies  
Changes to program requirements: General Studies diploma

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

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

#### **4. OTHER BUSINESS/DISCUSSION ITEMS**

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##### **4.1. Fall reading break recommendation**

Student Union Society submission

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

Discussion on the “In what ways does this course contribute to Indigenizing Our Academy” item in the memo template in response to a question from the Faculty of Science

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

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

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

##### **4.6. Policy Subcommittee report**

#### **5. ADJOURNMENT**



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

April 22, 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, Claire Hay, Nicholas Johnson, David Johnston, Gilmour Jope, Selena Karli, Randy Kelley, Dana Landry, David McGuire, Theresa Mulder, Samantha Pattridge, Vanessa Radzimski, and Shelley Stefan

**ABSENT:** Vlad Dvoracek, Carl Janzen, Amber Johnston, Elaine Newman, Sarbjot Nijjar, Linda Pardy, and Ravneet Sohal

**GUESTS:** Vandy Britton, Sarah Graham, Bobbi Jaswal, Lin Long, Marlene Murray, Greg St. Hilaire, Brianna Strumm

**RECORDER:** Amanda Grimson

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

**MOTION:**

To approve the agenda as amended:

- Item #3.6 (Teacher Education): courses will be reviewed after the program.
- Item #4.2 (Official course outline and cover memo templates) will be postponed to the next meeting.

CARRIED

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

2.1. UEC draft minutes: February 25, 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

The committee had some difficulty understanding the meaning of learning outcome #3, "Weave an understanding of families through Indigenous, diverse, and family systems perspectives." As a delay in approval will not impact implementation and a department representative was not available, this item was tabled.

**MOTION:**

To table the CYC 469 course outline until the next meeting.

CARRIED; 1 OPPOSED

**3.2. Mathematics and Statistics**

Review with changes including equivalent courses: MATH 110

**MOTION:**

To approve the MATH 110 course outline as amended:

- Correction of error in prerequisites; prerequisites are not being changed and will remain as "One of the following: (C or better in one of Principles of Mathematics 12 or Pre-calculus 12) or (B or better in Calculus 12) or (both MATH 092 and MATH 093) or (both MATH 094 and MATH 095) or (MATH 096) or (C+ or better in Applications of Mathematics 12) or (at least 55% on the MDPT)."
- Learning outcome #9: "Translating" changed to "Translate".

CARRIED

**3.3. Social Work and Human Services**

Review with changes including prerequisites: SOWK 490

**MOTION:**

To approve the SOWK 490 course outline as amended:

- Evaluation details: "Conversation with older adult" changed to "Reflection on a conversation with an older adult".

CARRIED

**3.4. Upgrading and University Preparation**

Discontinuation: COMP 062, 081

Discontinuation: ECP 065, 067, 068, 069

**MOTION:**

To discontinue COMP 062, COMP 081, ECP 065, ECP 067, ECP 068, and ECP 069.

CARRIED

**3.5. Physics**

Change to program requirements: Engineering Transfer program

**MOTION:**

To approve the changes to the Engineering Transfer program as presented, effective September 2022.

CARRIED

**3.6. Teacher Education**

New program: Teaching English Language Learners in K-12 Post-baccalaureate certificate

New course: EDUC 486, Culturally Responsive Pedagogy in K-12 Education

New course: EDUC 488, Approaches to Teaching and Leading in Multilingual K-12 Contexts

It was noted that reference to the "ESL certificate" should be "TESL certificate".

**MOTION:**

UEC Draft Minutes  
22 Apr 2022

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To recommend approval of the new Teaching English Language Learners in K-12 Post-baccalaureate certificate as amended:

- Continuance and probation section of the calendar copy will be revised in consultation with the Registrar prior to final approval.

CARRIED

**MOTION:**

To approve the EDUC course outlines as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Degree/diploma level English language proficiency standards**

Registrar David Johnston addressed questions about how C grades, English-speaking countries, and academic courses are defined for the purposes of admission.

**MOTION:**

That UFV allow applicants with at least 3 consecutive years of education where the language of instruction is primarily in English to meet the Degree/diploma level English language proficiency and approve the following addition to the Calendar, effective for students entering in September 2022:

“Successful completion of at least three years of formal, full-time study (not less than three courses per semester or equivalent with C grades or higher averaged over academic courses) at a secondary and/or post-secondary institution where English is the primary language of instruction in an English-speaking country recognized by UFV for English language proficiency purposes.”

CARRIED

**4.2. UEC membership and Terms of Reference**

The option of a delegate for the Advising Centre Director is being added.

**MOTION:**

To approve the revision to the UEC membership as presented.

CARRIED

**4.3. Policy 207 and draft special topics form**

The revisions to the policy and draft form were reviewed and will be sent to the Senate Governance Committee.

**4.4. APPC and Senate reports**

Senate has approved all program changes recommended by UEC. Challenges to the academic schedule will be discussed at the next meeting.

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

This committee has not met recently.

**4.6. Policy Subcommittee report**

The Policy Subcommittee is continuing work on several policies, including the English Language Proficiency Requirement policy (99), and Grading System policy (101). The Transfer Credit policy (107) should be presented to Senate for approval soon.

**5. INFORMATION ITEMS**

- 5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
BUS 322

**5.2. Program suspensions and discontinuations**

Discontinued: Aboriginal Culture and Language Support diploma

Discontinued: Aircraft Maintenance Engineer program

Discontinued: Aircraft Structures Technician certificate

Discontinued: Health and Human Services certificate

Suspended: Bachelor of Science in Nursing, Fast Track

Suspended: Indigenous Maps, Films, Rights, and Land Claims associate certificate

Suspension renewed: ~~Hospitality and Event Management Post-baccalaureate certificate~~ (already discontinued)

Suspension renewed: Hospitality Event Planning certificate

Suspension renewed: Indigenous Arts certificate

**5.3. Updated UEC membership list****6. ADJOURNMENT**

The meeting was adjourned at 11:34 am.

**Memo for Course Changes**

To: UEC

From: Christine Slavik, CYFS Department Head

Date: February 2, 2022

**Subject: Proposal for revision of CYC 469 Advanced Skills with Families in Child and Youth Care**

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: Minor additions to course content

2. Rationale for change: Adjustments based on six-year review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The language and orientation of the learning outcomes aligns with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV. The changes reflect a decolonized and inclusive approach to family theory and skills development in this area of practice/work
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? Learning outcomes updated to reflect diverse and Indigenous perspectives in the context of how families are defined in the context of socio-political and cultural influences. Thoughtful attention has been given to CYC approach to relationally and culturally safe work with families, and awareness of the impacts of colonial practices. Intergenerational strengths and resiliency are explored in this context.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: 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





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2023  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2026  
**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> CYC 469                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced Skills with Families in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adv. Skills: Families in CYC                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, and Human Development                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department:</b> Child, Youth, and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Diverse and Indigenous frameworks and models for understanding family functioning and caregiving are explored. CYC milieus in which family work occurs are identified, and methods for understanding and working with families which are appropriate to CYC practitioners are presented and practiced.                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 302, CYC 310, CYC 320, CYC 321, CYC 340, and CYC 341.                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CYC 466</b><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>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">18</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 27 | Tutorials/workshops | 18 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 27        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> <i>(See <a href="#">bctransferguide.ca</a>.)</i><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>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 19, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> March 11, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 20, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

CYC 469

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**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:

- Identify the scope and uniqueness of Child and Youth Care practice with diverse families.
- Describe the socio-political, and cultural, influences impacting family development, functioning and the helping relationship.
- Weave understandings of families through Indigenous, diverse, and family systems perspectives.
- Demonstrate reflexivity about intergenerational strengths, resiliency, and patterns through application to others.
- Identify theoretical perspectives and relationally and culturally safe interventions for CYC practice with diverse families.
- Apply CYC perspectives and social justice praxis in intervention with diverse families.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 55% | % | % |
| Project:     | 45% | % | % |

**Details:**

Project: Genogram, ecomap, and assessment of family culture and relationship to colonialism: 45%

Discussion posts: 10%

Participation (in class exercises and simulation): 10%

Journals: 20%

Parent support and intervention assignment: 15%

**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             | Spindel                        | Working with Families: A Guide for Health and Human Services Practitioners (2nd Edition)                         | 2020 |
| 2. Textbook             | Garfat and Charles             | A Guide to Developing Effective CYC Practice with Families CYC                                                   | 2012 |
| 3. Online resource      | Infant Mental Health Promotion | Nurturing the Seed (Indigenous Families)                                                                         | 2017 |
| 4. Indigenous knowledge | Simard and Blight              | Developing a Culturally Restorative Approach to Aboriginal Child and Youth Development: Transitions to Adulthood | 2011 |
| 5.                      |                                |                                                                                                                  |      |

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

**Course Content and Topics**

- Family work within the context of child and youth care practice
- Context, culture, and development in CYC practice with families
- Family assessment and meaning making
- Family systems, Indigenous, and diverse models for CYC practice with families
- Family communication
- Strengths based, resiliency focused practice with families
- Intervention with conflict in families
- Violence in families
- Parent education and support
- Working with Indigenous families
- Intervention with families

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Amanda LaVallee, Human Services Chair, School of Social Work and Human Services

Date: February 11<sup>th</sup>, 2022

**Subject: Proposal for removal of HSER 290**

*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:

This proposal is to remove a Human Services elective course from the University Calendar. The University website does not have a published official course outline for this course. Institutional research confirms that this course has never been offered. Our committee has concluded that this course is not needed for our programs.

**HSER 290** Directed Studies in Social Service Work

**Prerequisite(s):** Permission of the Social Services department

This course will appeal to students whose particular area of interest cannot be met through existing courses.

**Memo for Accounting Certificate Changes**

To: Chair, Undergraduate Education Committee

From: Chris Schinckus

Date: May 10, 2022

**Subject: Program change (Accounting Certificate)****1. Summary of changes (select all the apply):**

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

**2. Rationale for change(s):**

The changes to the admission and program requirements better position the program as accounting focused but no longer requiring up to a year to gain admission.

The current program requires a minimum of 37 credits for completion, has several academic courses as admission requirements and is very prescriptive in its requirements. The proposed changes reduce the minimum requirements to 30-31 credits (range of credits is due to STATS elective option) which will facilitate laddering into the business diploma or degree and also have options for students initially wanting an academic accounting credential but with a goal of (for example) BIS.

By moving some of the currently core accounting courses requirements to upper level elective courses, we are proposing for the program to become more flexible for students who would like to pursue a career/continued education in the area of public accounting, management accounting, or financial accounting.

The lower level option includes courses from a variety of disciplines as they are complimentary to accounting study (CMNS, STAT, BUS). STAT 104 is a more accessible entry point to STAT which can act as a scaffold to STAT 106 or a program goal choice (e.g. BIS). CMNS 125 is a complimentary course to accounting and SoB faculty are keeping it as an elective option. STAT 106 and BUS 261 can be used to meet CPA PEP entry (CPA PEP requirements are more numerous than what is reflected in program requirements of the Accounting Certificate). The upper-level elective options provide choice in

accounting areas to focus on and also relate to CPA PEP requirement to prepare students for that if CPA becomes a subsequent goal.

The Accounting Certificate is an historically low enrolled program, but students generally don't take the program in isolation and have frequently already completed or are concurrently enrolled in a bachelor's degree. Students in those circumstances are completing academic program requirements e.g. CMNS, ENGL or STATS that the revised Accounting Certificate is no longer mandating.

The proposal also includes editorial and minor language changes (e.g. adding the word "cumulative" prior to the GPA requirement in the Entry Requirement Section), to bring clarity to the Entry Requirements and methods as well as improving the consistency of the following sections with current practice and policies: Entrance Requirements, When to Apply, How to Apply, Fees and additional costs, and Program Duration.

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

There are no substantial changes to the program learning outcomes.

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

The School of Business is in the process of reviewing and revising its courses in line with indigenization priorities. Thereby, by implementing these changes and reviews it impacts the overall curriculum of the program.

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

There is no change proposed.

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

The changes are expected to increase enrollment in the program. Historically the Accounting Certificate is a low enrollment program. For example in W22 there is no student admitted to the program. SoB advisors regularly field program inquiries and explain how to academically prepare for program entry but it is confusing to existing and prospective students as well as (for example) QS advisors.

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?

Under the proposal the courses previously listed as admission requirements have been changed to required courses in the program. There is a corresponding reduction in upper-level credit requirements but a requirement to take upper level courses in accounting remains. The current program requires a minimum of 37 credits for completion and the proposed changes reduce the minimum requirements to 30-31 credits.

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.)

*These changes do not impact our current available resources*

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.

*The SoB is listing STAT104/106 and CMNS125 as elective options in the proposal. In this context, the head/director of the academic unit owning these courses has been consulted.*

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.

*There is no budgetary implication*

## Accounting certificate

The Accounting certificate program is a comprehensive accounting program designed for ~~mature~~ students who wish to pursue a career as an accounting technician or in financial management. ~~Students wanting to complete the Chartered Professional Accounting (CPA) designation must complete a Bachelor's degree and meet the CPA entrance requirements. The program is designed to serve the special needs of students wishing to accelerate their progress towards the achievement of graduate membership in one of the professional societies. Specifically, the Accounting certificate will provide students with significant advance credit towards the Chartered Professional Accountants of Canada (CPA Canada). Students are advised to acquaint themselves with the transfer credit/course exemption policies of the accounting societies.~~

The Accounting Certificate program may be taken on a part-time or full-time basis, ~~over several years or on a full time basis over four semesters. As enrolment is limited, early application is encouraged.~~ The course workload of the full-time program is rigorous and demanding. ~~Prospective students must be prepared to devote above normal effort and time to their studies.~~

~~This commitment is considered essential for successful completion of the program.~~ Professional bodies provide scholarships for students entering their programs. Details may be obtained from a School of Business ~~program~~ advisor or the [Financial Aid and Awards office](#).

An Accounting major is also available in the Bachelor of Business Administration degree.

## Entrance requirements

- ~~1. B.C. secondary school graduation or equivalent.~~
- ~~2. Prerequisites for STAT 106.~~
- ~~3. Prerequisites for CMNS 125.~~
- ~~4. Completion of BUS 144 or BUS 145 or the equivalent (C+ or better).~~
- ~~5. Completion of BUS 160/CIS 110.~~
- ~~6. Completion of BUS 249.~~

~~Note 1: Applicants with minor deficiencies may, at the discretion of the School of Business, be considered for conditional admission.~~

### Option 1: Secondary school or equivalent

- ~~4. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.~~
- ~~1.~~  
~~Pre-requisites for CMNS 125~~
- ~~2. Prerequisites for MATH 141~~

**Option 2: University entrance (for students who have attended some post-secondary school)**

1. Prerequisites for ENGL 105 or CMNS 125.
2. Prerequisite for MATH 141
3. One of the following:
  - o Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00 on all credits attempted.
  - o Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
  - o Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum of cumulative GPA of 2.00 (equated to the UFV grading scheme).

Students who do not meet these requirements might consider [Qualifying Studies](#).

**When to apply**

~~Applications are accepted for entrance to the Fall, Winter, and Summer semesters. Applications are accepted for entrance to the Fall semester only.~~ For application deadlines, see [Specific intake application process](#).

**How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).

**• Additional documents required for a complete application:**

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
- For secondary school entrance, a final official transcript (if graduated).
- Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees.
- In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

**Additional documents required for a complete application:**



- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- The following must be included:
  - Official transcript from secondary school
  - B.C. English Studies 12 or English First Peoples 12 with a grade of C+ or better (see Note 2)
  - Evidence of successful completion of the prerequisites for [STAT 106](#)
  - Proof of B.C. secondary school graduation or equivalent

**Note 1:** Students making an early application must provide evidence of courses in progress as soon as available.

**Note 2:** Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.
4. Proof of completion of entrance requirements must be submitted by the date stated on the acceptance letter.

## **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

## **Fees and additional costs**

See the [Fees and Other Costs](#) section.

Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of a student's business library. Students may be required to purchase one or more computer software packages. Students should also consider purchasing or arranging access to an industry-compatible computer.

## **Professional programs**

Students should choose electives appropriate for the professional program they intend to follow. Consult the program chair or respective professional program transfer guide.

All the professional programs have work experience and grade requirements. In addition, these programs change from time to time, so interested students should consult the respective professional society or association for up-to-date details.

## Program duration

Depending on ~~upper level~~ upper-level elective choices, students may need a minimum of six semesters to complete the program. The program can be completed on a part-time or full time basis and must be completed within 7 years of admission. ~~Part-time students may take up to seven years from the time of program admission to complete the requirements.~~

~~Students need at least four six semesters to complete the program. Part-time students may take up to seven years to complete the requirements. People working full-time should take no more than two courses per semester.~~

## Location

All students may have to travel between campuses during their program. Most 300-level courses are offered only on the Abbotsford campus.

## Program outline

### Core courses

| Course                               | Title                                                                                                 | Credits        |
|--------------------------------------|-------------------------------------------------------------------------------------------------------|----------------|
| <del>BUS 100</del>                   | <del>Introduction to Business</del>                                                                   | <del>3</del>   |
| <del>BUS 145</del>                   | <del>Accelerated Introductory Financial Accounting (see note)</del>                                   | <del>3</del>   |
| <del>BUS 160/CIS 110</del>           | <del>Computerized Business Applications and MIS</del>                                                 | <del>3</del>   |
| <del>BUS 247</del>                   | <del>Introductory Management Accounting</del>                                                         | <del>3</del>   |
| <del>BUS 145</del>                   | <del>Accelerated Introductory Financial Accounting (see Note 1)</del>                                 | <del>3</del>   |
| <del>BUS 249</del>                   | <del>Introduction to Finance</del>                                                                    | <del>3</del>   |
| <del>BUS 261</del>                   | <del>Business Law</del>                                                                               | <del>3</del>   |
| <del>BUS 160/CIS BUS 343</del>       | <del>Computerized Business Applications and MIS Intermediate Accounting I</del>                       | <del>3</del>   |
| <del>ECON 100 BUS 247 BUS 344</del>  | <del>Principles of Microeconomics Introductory Management Accounting Intermediate Accounting II</del> | <del>333</del> |
| <del>BUS 247 BUS 345</del>           | <del>Introductory Management Accounting Income Tax I</del>                                            | <del>33</del>  |
| <del>BUS 346</del>                   | <del>Income Tax II</del>                                                                              | <del>3</del>   |
| <del>BUS 249 BUS 347</del>           | <del>Introduction to Finance Auditing</del>                                                           | <del>33</del>  |
| <del>BUS 261 BUS 348</del>           | <del>Business Law Intermediate Management Accounting</del>                                            | <del>33</del>  |
| <del>BUS 343 BUS 349/ ECON 349</del> | <del>Intermediate Accounting IFinancial Management I</del>                                            | <del>33</del>  |

**Commented [SB1]:** By eliminating BUS 349 we can use BUS 346 as a required class

**Commented [SB2]:** Although BUS 226 is listed as an elective, students don't normally know that it is a pre-req to BUS 349. SoB practice is to enter pre-req waivers in this situation. We propose eliminating BUS 349 as a required course as well as the courses that reflect similar pre-req issues for courses that are not mandatory.

|                             |                                                                                              |                |
|-----------------------------|----------------------------------------------------------------------------------------------|----------------|
| Upper Level<br>Electives:   | Principles of Microeconomics                                                                 | 3              |
| <del>BUS 343</del> CMNS 125 | Intermediate Accounting ICommunicating<br>Professionally to Academic and Workplace Audiences | <del>3</del> 3 |
| <del>BUS 344</del> STAT 106 | Intermediate Accounting IIStatistics I                                                       | <del>3</del> 4 |
| <del>BUS 345</del>          | Income Tax I                                                                                 | <del>3</del> 3 |
| <del>BUS 346</del> Plus:    | Income Tax IIOne upper-level BUS elective (selected<br>from electives list below)            | <del>3</del> 3 |

**Commented [SB3]:** Not a course required by PREP – how important is it to have in the certificate?

**Commented [SB4]:** By eliminating BUS 349 we can use BUS 346 as a required class

~~BUS 347~~Auditing3BUS 348Intermediate Management Accounting3**Elective courses (choose one)**  
Note 1 : BUS 143 and BUS 144 may be taken in place of BUS 145. ~~and one lower-level business elective.~~

### Elective courses

One ~~of~~ lower-level electives and ~~Three~~three upper-level electives from the listed courses below for which students meet the prerequisite requirements.

|                           |                                                                     |   |
|---------------------------|---------------------------------------------------------------------|---|
| Lower-Level<br>Electives: |                                                                     |   |
| STAT 104                  | Introductory Statistics                                             | 4 |
| STAT 106                  | Statistics I (see note 2)                                           | 4 |
| CMNS 125                  | Communicating Professionally to<br>Academic and Workplace Audiences | 3 |
| BUS 261                   | Business Law                                                        | 3 |

| Course             | Title                            | Credits |
|--------------------|----------------------------------|---------|
| BUS 226/ ECON 226  | Economic and Business Statistics | 3       |
| <del>BUS 338</del> | Accounting Information Systems   | 3       |
| <del>BUS 346</del> | Income Tax II                    | 3       |
| <del>BUS 439</del> | Advanced Financial Accounting    | 3       |

**Commented [SB5]:** Course has not run for many years

**Commented [SB6]:** Course is now listed as mandatory in edits

**Commented [SB7]:** Should it be added as a mandatory course or do Acct Area think the certificate can be managed by only having 100-300 level courses and leaving 400 level courses off?

**Commented [SB8]:** By eliminating BUS 349 we can use BUS 346 as a required class

|                            |                                        |                |
|----------------------------|----------------------------------------|----------------|
| Upper-Level<br>Electives:  |                                        |                |
| <del>BUS 343</del> BUS 345 | Intermediate Accounting IIIncome Tax I | <del>3</del> 3 |
| <del>BUS 346</del>         | Income Tax II                          | <del>3</del> 3 |
| <del>BUS 344</del> BUS 345 | Intermediate Accounting IIIncome Tax I | <del>3</del> 3 |
| BUS 345                    | Income Tax I                           | 3              |
| BUS 346                    | Income Tax II                          | 3              |
| BUS 347                    | Auditing                               | 3              |
| BUS 348                    | Intermediate Management Accounting     | 3              |
| BUS 349                    | Financial Management I                 | 3              |
| BUS 439                    | Advanced Financial Accounting          | 3              |

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|                         |                                                |                   |
|-------------------------|------------------------------------------------|-------------------|
| <a href="#">BUS 444</a> | <a href="#">Advanced Management Accounting</a> | <a href="#">3</a> |
| <a href="#">BUS 449</a> | <a href="#">Financial Management II</a>        | <a href="#">3</a> |

~~BUS 346Income Tax II3BUS 347Auditing3BUS 348Intermediate Management Accounting3BUS 349Financial Management II3BUS 439Advanced Financial Accounting3BUS 444Advanced Management Accounting3BUS 440~~

Note 2: See "Laddering into another School of Business program" section for an explanation of the use of STAT 106 in School of Business programs ~~BUS 449/ ECON 449~~ **Financial Management 3 II**

~~Note 1: Both BUS 143 and 144 can be completed in lieu of BUS 145~~

**Commented [SB9]:** By eliminating BUS 349 we can use BUS 346 as a required class

**Commented [SB10]:** Not a requirement in the BBA Acct – is it needed in the Acct cert?

**Commented [SB11]:** If BUS 349 is removed as a mandatory course if makes sense to also remove a course that has BUS 349 as a pre-requisite.

**Commented [SB12]:** Unsure on impact of Audit and limitations of credit in credential if students are taking BUS 143 and 144 so 6cr instead of 3 cr  
Also, should BUS 143 be required. Can it be left at either BUS 145 or BUS 144. Do to nature of mygradplan, if would be preferable to say BUS 145 or BUS 144

## Program requirements

Students whose cumulative grade point average and/or semester grade point average falls below 2.00 during their program are subject to program warning and/or removal from the program.

## Laddering into another School of Business program

~~The Business Administration diploma and the Bachelor of Business (BBA) degree both list STAT 106 as a required class. Although STAT 104 can be used as an elective in the Business Administration diploma or BBA, students choosing STAT as an elective in the certificate, are recommended to choose STAT 106 if planning to complete additional School of Business programs. Students can complete the certificate and apply to and further complete the Business Administration diploma and/or BBA in subsequent semesters.~~

## Transfer credit

### Recognition of previously completed business courses

~~Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.~~

~~The following criteria are used:~~

- ~~• Relevance and suitability of the course to the program as determined by the School of Business.~~
- ~~• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~

- ~~• Courses taken at other institutions may not be used to meet the program residency requirements.~~

### **Transferring courses to other institutions and associations**

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' academic calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an Advisor ~~or~~ [at UFV and contact the](#) ~~at the~~ institution to which they intend to transfer, or refer to the B.C. Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing students graduating with a BBA Accounting ~~major option~~ to meet the prerequisite requirements (PREP) of the CPA program. ~~A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional).~~

### **Undergraduate continuance**

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

### **Residency**

Students must complete at least 25% of the credits required in the certificate at UFV.

### **Graduation requirements**

To be eligible to graduate, students must achieve a minimum program and cumulative GPA of 2.00. It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor.

See the Graduation section of the calendar for more information.

~~To be eligible to graduate, students must achieve a minimum cumulative and program GPA GPA of 2.00 (C average) in their final semester as well as cumulatively.~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor. Certificate candidates who qualify to receive a UFV credential must be approved by the School of Business Director and Senate.~~

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

### **Program re-entry**

~~For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.~~

**Commented [SB13]:** Not a standard section in calendar copy

**Memo for Program Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Chris Schinckus

**Date:** April 13, 2022

**Subject:** Business Administration Certificate (formerly Administration Certificate)

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

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

2. Rationale for change(s):

The main purpose of proposed changes is to optimize the laddering of the credit requirements of the program into other existing programs.

Historical international students' enrollments indicate this certificate is primarily of interest for students in the General Studies diploma. However, both international and domestic students would benefit from a certificate that can be completed in 30 credits if it reformed to become a laddering credential into a diploma or degree.

The core classes reflect foundational business skill and complimentary knowledge, such as economics and statistics as elective option. A foundational math requirement remains but the SoB is continuing the practice of allowing substitutions based on whether students have already completed the prerequisite to MATH 141 on their student record or transcript to substitute the academic math requirement for a BUS or general education elective.

The Administration certificate is usually requested by students in the General Studies Diploma and that program must complete 2 competency requirements of 6 credits for written as well as oral and visual communication. CMNS and BUS are naturally complimentary, and the Business Administration certificate has a CMNS requirement. The Business Administration certificate is general, and the SoB is not specifying which CMNS courses to take. The GSD students frequently have many of the course required in the Business Diploma and the certificate is a vehicle for them to highlight a focus of study in Business Administration, which adds value to their GS diploma. Students are required to graduate from the certificate a minimum of 1 semester before graduating from the General Studies Diploma.

SoB advising regularly receives inquiries, including but not limited to, mid-level career professionals, who identify academic credentials needed to advance in their workplace. Those prospective students may or may not be getting funded by their employer and are wanting a short credential to confirm they are comfortable and have an interest in the subject matter. There is also frequently anxiety around balancing work, school and family and this short-term credential that can be completed on a part time basis gives them confidence in deciding on “next steps” academically, professionally, and personally.

The new approach is to do the following:

- The current certificate requires 36 credits. According to Policy 64 only 50% of credits can be shared between programs which makes it difficult for students to obtain certificates as part of completion of another program e.g., a diploma in another area. The changes proposed, including those related to credit requirements, will allow more students to obtain the certificate.
- Removing the requirement of previous business experience will allow students with an interest in business as well as those with experience to obtain the certificate. It is notable that this requirement was not being enforced for at least the past 5 years.
- Reducing the number of required courses will give students more options allowing students to decide on electives based on their area of interest or what their current or future careers might dictate they need.
- Changing the title to better reflect the nature of the program. Administration certificate implied a more clerical program whereas this certificate is aimed at current or future business professionals, as reflected in the proposed title change.
- Allowing students who graduated from an ABT program to receive 3 credits towards certificate program completion.
- The change in course requirements to a general core and flexible Business electives requirements was discussed in detail in the SoB CC and approved by the SoB in a school wide meeting.

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

Learning outcomes have not changed. We just made it more open for choice to meet those outcomes.

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

Opening up this certificate with reduced admission and course requirements will allow for more representatives from all communities to take the program including Indigenous committee members  
- Specific indigenous curriculum will be included in the courses in the certificate

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

No additional resources required

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



Current enrollment in this program historically is low (2 or less students per year). The reduction in the number of required credits so it can be laddered into other programs and giving students more choice in terms of BUS electives should make this program more attractive to increase enrollment for domestic and international students.

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?

We have reduced the number of credits required from 36 credits to 30 credits to allow students to take this program while completing other programs e.g. General Studies Diploma, etc.

We have reduced the core number of classes but retained fundamentals. Most of the required classes (7 of 10) are BUS classes.

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.)

This will not require any additional resources since most Business courses only limit seats to BUSINESS program students which will include students in this program

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.

We changed the requirement that ECON 100 or 101 was required to either being optional and an additional option of STAT. As there were a max of 2 students per year in this program it is unlikely to impact Economics enrollment. We changed the requirement for Communications from CMNS 125 to a CMNS course so there is overall impact on the Communications department. In this context, the head/director of the academic unit owning these courses has been consulted.

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.

There is no budgetary implication

## Business Administration certificate

The Business Administration certificate program ~~consists is intended to be offered as a part-time program which consists~~ of two sections. In the core section students will complete ~~four~~<sup>six</sup> courses which provide a general background in the fundamentals ~~and complimentary skills and knowledge of business of~~ administration. The elective section allows students a choice of Business ~~Administration~~ courses, ~~depending on their interests or requirements, including public/municipal administration courses when available through other institutions or by correspondence.~~

### Entrance requirements

#### Option 1: Secondary school or equivalent

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Prerequisites for **MATH 140**

#### Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for **MATH 140**
2. One of the following:
  - Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a minimum CGPA of 2.00 on all credits attempted.
  - Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
  - Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum of cumulative GPA of 2.00 (equated to the UFV grading scheme).

- ~~1. B.C. secondary school graduation or equivalent.~~
- ~~2. Prerequisites for **MATH 140**.~~
- ~~3. Prerequisites for **CMNS 125**.~~
- ~~4. One full year of full-time work experience after secondary school.~~

~~Students lacking recent preparation are advised to consult with the School of Business about entrance requirement equivalencies.~~

Students who do not meet these requirements might consider **Qualifying Studies**.

## When to apply

Applications are accepted for entrance to the Fall, ~~Winter and Summer~~ semesters ~~only~~. For application deadlines, see **Specific intake application process**.

## How to apply

~~1. Apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).~~

~~Additional documents required for a complete application:~~

- ~~• Official transcripts (or interim transcripts) from all post-secondary institutions attended (other than UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.~~
- ~~• Proof of B.C. secondary school graduation or equivalent.~~

~~2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees.~~

~~—Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).~~

~~Additional documents required for a complete application:~~

~~—Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.~~

~~—Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.~~

~~1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).~~

### Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.
- The following must be included:
  - Official transcript (or interim transcript) from secondary school
  - B.C. English Studies 12 or English First Peoples 12 with a grade of C+ or better (see Note 2)
  - Evidence of successful completion of the prerequisites for **MATH 140**
  - Proof of B.C. secondary school graduation or equivalent

Note 1: Students making an early application must provide evidence of courses in progress as soon as available.

Note 2: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out of province equivalent.

2. In April/May an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.
4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on the acceptance letter.

### Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

## Fees and additional costs

See the [Fees and Other Costs](#) section.

~~Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of a student's business library. Students may be required to purchase one or more computer software packages. They should also consider purchasing or arranging access to an industry-compatible computer.~~

## Program duration and total number of credits

Depending on number of courses taken per term and BUS courses elective choice, the certificate can be completed in 2 semesters. The certificate is a minimum of 30 credits and up to 33 credits depending on courses used to meet program requirements. The program can be completed on a P/T or F/T basis and must be completed within ~~Students may take up to seven years from the time of admission. to complete the requirements for this certificate program (full-time study to complete the program in one year is not possible). People working full-time should take no more than two courses per semester.~~

## Location

All courses are ~~Most courses are~~ offered in Abbotsford. Some lower-level courses may also be offered at the Chilliwack and Mission campuses.

~~All students should expect to travel between campuses during their program.~~

## Program outline

### Core courses

| Course                                                                                                                                         | Title                                                                                                                               | Credits     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------|
| MATH 140 <u>or MATH 110</u>                                                                                                                    | Algebra and Functions for Business <u>or Pre-Calculus Math</u> (see Note <u>1</u> )                                                 | 3- <u>4</u> |
| BUS 100                                                                                                                                        | Introduction to Business                                                                                                            | 3           |
| <u>CMNS 125</u> <u>1 of 3 credits of CMNS any 100-499 level or above CMNS course</u><br><u>CMNS (3 credits)</u>                                | <u>Communicating Professionally to Academic and Workplace Audiences</u> <u>Any university level 3 credit eCommunications course</u> | 3- <u>4</u> |
| <u>One of ECON 100, ECON 101 or Stat</u> <u>STAT 100-499 minimum of 3 credits of any 100-level or above STAT course higher</u> <u>ECON 100</u> | <u>Principles of Microeconomics</u>                                                                                                 | 3- <u>4</u> |
| <u>or ECON 101</u>                                                                                                                             | <u>Principles of Macroeconomics</u>                                                                                                 | -           |

Note 1: Students are recommended to take MATH 140 unless they have the pre-requisite to MATH 141. Students who have the pre-requisite to MATH 141 with MATH 140 or equivalent may take a business-BUS or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Note 2: Students cannot receive credit for BUS 145 and [BUS 143 + BUS 144].

Note 2: Student can take one of Bus 143, 144, 145 and use Bus 249 as an elective. Students can take Bus 249 and use one of Bus 143, 144, and 145 as an elective.

Elective course requirements

- ~~Five~~ Three ~~Six other business~~ A minimum of Eighteen credits of ~~of BUSINESSany 100-level or above-BUS~~ courses (BUS 100:499) ~~with BUS 100 excluded from BUS elective credit requirement~~ count. See Note 2 and Note 3

~~not included in the core courses~~ for which students meet the prerequisite requirements. CMNS 235 (Oral Communications), is a recommended elective. Courses in areas other than business BUS may be considered electives at the discretion of the School of Business.

~~Completion of UFV Continuing Education Applied Business Technology Certificate program can be used for one 3 credit elective course. UFV Continuing Education ABT Certificate program can be used for one 3 credit elective.~~

Note 2: Students cannot receive credit for BUS 145 and [BUS 143 + BUS 144].

Note 3: Non-Business elective options include completion of Applied Business Technology certificate program for one 3 credit elective course. Students should contact School of Business advisors to discuss their potential to use additional specific non-BUS courses to meet the course elective requirements in the Business Administration Certificate.

## Program requirements

~~Students whose cumulative grade point average and/or semester grade point average falls below 2.00 during their program are subject to program warning and/or removal from the program.~~

## Transfer credit

### Recognition of previously completed business courses

~~Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.~~

The following criteria are used:

- ~~Relevance and suitability of the course to the program as determined by the School of Business.~~
- ~~Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~
- ~~Courses taken at other institutions may not be used to meet the program residency requirements.~~

### Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' academic calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an Advisor or at the institution to which they intend to transfer, or refer to the B.C. Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.

A number of the School of Business's courses and programs are recognized by professional associations such as ~~have transferability with the~~ Chartered Professional Accountants of Canada (CPA Canada), ~~allowing students graduating with a BBA Accounting option major to meet the prerequisite requirements (PREP) of the CPA program.~~ A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP ~~Chartered Professionals in Human Resources (CPHR) (Certified Human Resource Professional~~ Chartered Professionals in Human Resources).

### Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in



10 credits. For further details, see the [Academic standing and undergraduate continuance](#) section of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

### **Program re-entry**

~~For re-entry to a School of Business program, GPA will be calculated based on the courses that will be used to fulfill the program requirements only (program GPA). Limitations on the number of courses retaken will apply.~~

### **Residency**

Students must complete at least 25% of the credits required in the certificate at UFV.

### **Graduation requirements**

~~To be eligible to graduate, students must achieve a minimum program and cumulative GPA of 2.00. To be eligible to graduate, students must achieve a minimum GPA of 2.00 (C average) in their final semester as well as cumulatively.~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a School of Business Advisor. **Certificate candidates who qualify to receive a UFV credential must be approved by the School of Business Director and Senate.**~~

~~See the **Graduation** section of the calendar for more information.~~

**Memo for Program Changes**

**To:** PRE-UEC

**From:** Michelle Rhodes, Director, Integrated and General Studies, Transfer & Partnerships (COA)

**Date:** April 20, 2022

**Subject: Minor Program change: Bachelor of Integrated Studies**

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

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

2. Rationale for change(s):

*Additional Use and Interpretation of Numerical Data Competency*

**Change 1: Addition of CIVI 200 to meet the Additional Use and interpretation of numerical data requirement in the BIS**

The IGSPC has reviewed this course and consulted with the department delivering it and determined it meets the learning outcomes for the Additional Use and Interpretation of Numerical Data Competency requirement.

*Intercultural Engagement Competency*

**Change 2: Addition of AH 204 to meet the Intercultural Engagement requirement in the BIS**

The IGSPC has reviewed this course and consulted with the department delivering it and determined it meets the learning outcomes for the Intercultural Engagement Competency requirement.

**Change 3: Revised language used in reference to the Experiential Learning Student Profile (formerly known as the Co-Curricular Record) in meeting Professional Competency**

Change in reference to “Co-Curricular Record” to reflect new name given to it, “Experiential Learning Profile”, as included on the CECE website. <https://ufv.ca/jobs/careerlink/careerlink-for-students/>

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

No PO additions or changes

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

AH 204 increases the options for students to meet Intercultural Competency with a course focusing on Indigenous culture and art (specifically, Indigenous cultures of the Northwest coast).

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

No additional costs anticipated

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

These additions will increase student options and flexibility for program completion and reduce requests for exceptions generated through student appointments with the Academic Advising Centre.

The inclusion of CIVI 200 as an option to meet the 2<sup>nd</sup> Numerical Data competency requirement also better supports the partnership with Surrey Fire Services, as SFS requires this course of most of its personnel attending UFV.

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

No change to number of credits required.

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.)

No additional resources required.

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.

AH 204: Students have many options available to meet their Intercultural Engagement requirement, and the increase in enrollment resulting from adding this to the calendar for the BIS is expected to be minor.

CIVI 200: Because of the differential tuition on CIVI 200 (nearly \$1100/course), it is not expected that the addition of this course to the calendar will result in significantly greater enrollment among students who are not part of Surrey Fire Services, the Civic Governance and Innovation certificate program, or who would take the course out of interest anyway.

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.

No new budgetary implications

## Bachelor of Integrated Studies degree

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### 2. Use and interpretation of numerical data

| Core competency                                     | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Statistics                                          | One of: STAT 104, STAT 106, or PSYC 110 (see Note)<br>One of:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Additional use and interpretation of numerical data | <ul style="list-style-type: none"> <li>BUS 143, BUS 144, BUS 145, BUS 226, <a href="#">CIVI 200</a>, CRIM 320, ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 100-level or higher, PSYC 202, SOC 255/ANTH 255/MACS 255, or STAT 270 or higher</li> <li>Or completion of one of the following credentials: <ul style="list-style-type: none"> <li><a href="#">Architectural Drafting Technician certificate</a></li> <li><a href="#">Automation and Robotics Technician diploma</a></li> <li><a href="#">Bookkeeping for Small Business certificate</a></li> <li><a href="#">Carpentry certificate</a></li> <li><a href="#">Construction Electrician certificate</a></li> <li><a href="#">Electronics Technician certificate</a></li> </ul> </li> </ul> |

Note: Students applying to the Applied Management concentration will need to complete STAT 104 or STAT 106 in order to satisfy prerequisites for MGMT courses in the concentration.

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### 5. Intercultural engagement

| Core competency          | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intercultural engagement | <p>One of:</p> <ul style="list-style-type: none"> <li><a href="#">AH 204</a>, ANTH 111, CMNS 180, EDUC 290, EDUC 291, ENGL 228, GDS 250/SOC 250, GEOG 312, GEOG 346, GEOG 466/GD 466, HIST 103, HIST 396O, IDS 300F, IDS 400D, IDS 400E, LAS 200/SOC 200, PACS 200, or SOC 250/GDS 250 (see Note 1)</li> <li>EAP 054 or higher (see Note 2)</li> <li>FNST 100 or higher</li> <li>IPK 102 or higher</li> <li>Any 100-level or above course taught in a language other than English, including beginning and introductory language courses</li> <li>GDS 311/GEOG 398/SOC 398, or approved, relevant internship or practicum (see Note 3)</li> </ul> |

- Or portfolio demonstration of having met competency outcomes through professional or related experience. See [BIS website](#) for more information on using portfolios to demonstrate competency requirements.

Note 1: Some sections of IDS 300 or IDS 400 may be used to meet this requirement, depending on topic. Students interested in using an IDS 300 or IDS 400 course should check with their BIS advisor.

Note 2: EAP courses are considered developmental level and are not awarded university credit.

Note 2: Note: Any 100-level or above course taught in a language other than English, including beginning and introductory language courses, can be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. A single language course can only be used to meet one requirement, but students may choose to complete an additional language course to meet another requirement.

Note 3: A single internship or practicum can be used to meet the Intercultural Engagement requirement or the Professional Competency requirement, but not both. Students have the option of completing more than one internship or practicum in their program, in which case each placement can be used to meet a separate requirement.

## **6. Professional competency**

Successful completion of one of the following:

- One or more terms of Cooperative Education
- Credited Internship or Practicum in any discipline
- Credited Study Tour (four or more credits)
- Three verified ~~Co-Curricular Record (CCR)~~ [Experiential Learning Student Profile \(ELSP\)](#) experiences, or 60 hours of CCR
- 60 hours of [Experiential Learning Student Profile](#) ~~Co-Curricular Record~~ experience
- Completion of a post-secondary Professional program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation
- Completion of Continuing Education programs that have a practicum component (e.g. Activity Assistant, Legal Administration, Medical Office Assistant, Public Relations, Records Management, Veterinary Assistant).
- Completion of Continuing Education programs in:
  - Bookkeeping for Small Business
  - Coding Bridging
  - Human Resources Management
  - Library Technology Post-diploma
  - Management Skills for Supervisors
  - Paralegal certificate
  - Paralegal diploma
- Demonstration, through application and e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan. See [BIS website](#) for more information.

**Memo for Program Changes**

**To:** PRE-UEC

**From:** Michelle Rhodes, Director, Integrated and General Studies, Transfer & Partnerships (COA)

**Date:** April 20, 2022

**Subject: Minor Program change: General Studies Diploma**

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

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

2. Rationale for change(s):

[Use and interpretation of numerical data](#)

**Addition of CIVI 200 to meet the Use and interpretation of numerical data requirement in the GSD**

The IGSPC has reviewed this course and determined it meets the learning outcomes for the Use and Interpretation of Numerical Data Competency requirement.

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

[No PO additions or changes](#)

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

[None additional at this time](#)

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

[No additional costs anticipated](#)

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

This addition will increase student options and flexibility for program completion and reduce requests for exceptions generated through student appointments with the Academic Advising Centre.

The inclusion of CIVI 200 as an option to meet the 2<sup>nd</sup> Numerical Data competency requirement also better supports the partnership with Surrey Fire Services, as SFS requires this course of most of its personnel attending UFV.

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

No change to number of credits required.

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.)

No additional resources required.

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.

CIVI 200: Because of the differential tuition on CIVI 200 (nearly \$1100/course), it is not expected that the addition of this course to the calendar will result in significantly greater enrollment among students who are not part of Surrey Fire Services, the Civic Governance and Innovation certificate program, or who would take the course out of interest anyway.

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.

No new budgetary implications



## General Studies diploma

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### Core Competency Requirement

One of:

- BUS 143, BUS 144, BUS 145, BUS 226, [CIVI 200](#), CRIM 320, ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 100-level or higher, PSYC 110, PSYC 202, SOC 255/MACS 255/ANTH 255, or STAT 100-level or higher (see Note 1).
- Or completion of one of the following credentials:
  - [Architectural Drafting Technician certificate](#)
  - [Automation and Robotics Technician diploma](#)
  - [Bookkeeping for Small Business certificate](#)
  - [Carpentry certificate](#)
  - [Construction Electrician certificate](#)
  - [Electronics Technician certificate](#)
  - [Hospitality and Event Management Post-baccalaureate certificate](#) (unavailable until further notice)

**Use and interpretation of numerical data**

RECOMMENDATION ON THE IMPLEMENTATION OF A FALL READING BREAK

Prepared by Ashley McDougall  
UFVSUS Vice President External



Prepared for the University of the Fraser Valley Senate Undergraduate Education Committee

April 1<sup>st</sup>, 2022

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**EXECUTIVE SUMMARY**

The UFV SUS Executive Committee requests that the Undergraduate Education Committee of UFV Senate explore the implementation of a 2-day Fall Reading Break following either Thanksgiving or Remembrance Day.

Fall Reading Breaks are becoming increasingly common across the country, with many universities realizing their importance in supporting students' mental wellbeing. Most major Canadian institutions have already implemented a Fall Break, including several BC universities. The University of British Columbia, University of Victoria, and Capilano University have already taken the initiative to prioritize students' mental health by implementing a Fall Break. It's time for UFV to follow these examples. The Reading Break in the Winter semester allows for a helpful reprieve, and a similar break in the Fall semester would be just as beneficial.

The necessity of a Fall Break at UFV is becoming continuously more evident, as students' anxiety levels are elevated due to added stress from the lasting effects of the pandemic and recent catastrophic flooding in the Fraser Valley. Implementing a Fall Break at UFV would not only provide students a much-needed time to catch up and de-stress at a critical point in the semester, but also crucial support for their mental health. The results of SUS's Student Priorities Survey have displayed overwhelming support for a Fall Break, with a large majority of students indicating that a break in the Fall semester would strongly benefit their mental health.

As demonstrated in Appendix A, implementing a Fall Reading Break of 2 days in addition to either Remembrance Day or Thanksgiving while adhering to UFV's academic calendar requirements is possible by extending the sessional dates and exam period by 2 days to compensate for the break. This method was applied in the Fall 2021 semester to allow for an extra week prior to the beginning of classes. The same method can be applied to allow for a 2-

day Reading Break, giving students a chance to de-stress during the mid-term season.

Implementing a 2-day Fall Reading Break while adhering to UFV Senate's academic calendar guidelines is not only entirely feasible, but extraordinarily advantageous.

## BACKGROUND

Mental health has been a growing concern for post-secondary students for years and has only been made worse by the COVID-19 pandemic. In a survey of Canadian post-secondary students done by the Canadian Alliance of Student Associations, **84% of students reported that the pandemic had either added new mental health challenges or exasperated existing ones.**<sup>1</sup> 74% of students reported having an unhealthy work-social life balance and spending more time than usual on school work since the pandemic.<sup>2</sup> Additionally, an alarming 77% of students reported feeling stressed, 71% of students reported feeling overwhelmed, and 53% of students reported feeling despair.<sup>3</sup> School is unfortunately an inherent source of this stress for students due to many students attempting to juggle jobs and coursework in order to make ends meet. A Fall Break would serve as an effective way to relieve stress at a critical point in the semester that is often heavy with midterms and assignments.

On top of these existing stress levels students are already facing, the transitions back and forth between in-person and remote learning, as well as remaining concern about COVID-19, have been difficult adjustments and added excess stress. Students in the Fraser Valley have also had the unique experience of dealing with the catastrophic impacts of recent flooding. In addition to the pandemic, this traumatic event has had detrimental, lasting effects for many students in the UFV community. The persisting mental health fallout from these distressing situations will unfortunately be a long-term issue which UFV can begin to address through the implementation of a break in the Fall semester. It's time to recognize the necessity of a reprieve in the Fall

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<sup>1</sup> "Continued Concerns: Post-Secondary Students One Year into COVID-19," Canadian Alliance of Student Associations, June 2021, [https://www.casa-acae.com/concerns\\_2021](https://www.casa-acae.com/concerns_2021).

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

semester, especially during these unprecedented times that are having a serious adverse impact on students' mental health.

Fall breaks have been shown to be effective in alleviating stress by allowing students a time to catch up on studying and school work. In a survey done by the Brock University Student Union after the implementation of the university's first Fall Break, **82.9% of students reported that the Fall Break was useful in reducing their stress levels.**<sup>4</sup> As well, the survey found that students' workload did not increase as a result of the break before or after it.<sup>5</sup> The University of British Columbia implemented their first Fall Break in the recent Fall 2021 semester in mid-November following Remembrance Day. This came after discovering that October and November are the months with the highest use of counselling services at the university.<sup>6</sup> The Alma Mater Society's Mental Health and Wellbeing Commissioner stated that "a short break during that time would be very beneficial for students."<sup>7</sup> During those times of stress and anxiety, a break to catch up on studying and homework is very advantageous for students and an efficient way to reduce the extreme levels on stress and anxiety we are seeing on campus. The recommended 2-day Fall Reading Break, as detailed in Appendix A, is modelled after the University of British Columbia's.

All of this indicates how it would be in the best interest of UFV to support students' mental health by implementing a 2-day Fall Reading Break following either Thanksgiving or

<sup>4</sup> "Mental Health and Fall Break Report", Brock University Student Union, October 2014, [https://brocku.ca/webfm/Mental\\_Health\\_and\\_Fall\\_Break\\_Report\\_Year\\_1-good\\_final%5B2%5D.pdf](https://brocku.ca/webfm/Mental_Health_and_Fall_Break_Report_Year_1-good_final%5B2%5D.pdf)

<sup>5</sup> Ibid.

<sup>6</sup> "UBC implements first fall reading break after years of students campaigning about mental health concerns", Michelle Gomez, CBC News, November 2021, [https://www.cbc.ca/news/canada/british-columbia/university-break-mental-health-1.6240183#:~:text=Shutterstock%20%2F%20Tero%20Vesalainen\),After%20years%20of%20advocacy%20from%20students%20over%20concerns%20about%20mental,10%20to%2012.](https://www.cbc.ca/news/canada/british-columbia/university-break-mental-health-1.6240183#:~:text=Shutterstock%20%2F%20Tero%20Vesalainen),After%20years%20of%20advocacy%20from%20students%20over%20concerns%20about%20mental,10%20to%2012.)

<sup>7</sup> "Why UBC still won't have a fall reading break next year", Alex Nguyen, The Ubyyssey, November 2016, <https://www.ubyssey.ca/news/why-ubc-still-wont-have-a-fall-reading-break-next-year/>

Remembrance Day. Mental health concerns are regularly reported as a prominent issue among post-secondary students and a Fall Break would effectively relieve stress and anxiety that heavily contribute to these issues. Fall Breaks are common at most major universities, who have recognized their success in positively contributing to students' mental health. It is time for UFV to incorporate a Fall Break in order to achieve similar success in addressing these concerns. The Fall 2021 semester began a week late, pushing the exam period out to compensate for this. There is no reason why the same strategy shouldn't be applied to allow for a 2-day reprieve in the Fall semester as an effective way of supporting the mental wellbeing of UFV students.



#### DETAILS OF UFVSUS STUDENT CONSULTATION

Data collected from the SUS Student Priorities Survey revealed a lot about the status of UFV students' mental health and shows strong support for the implementation of a Fall Break. The Student Priorities Survey received **1133** responses from UFV students. This is considered a statistically significant sample size and an accurate representation of the student population assuming a population of 15,000 students.<sup>8,9</sup>

In the survey, **62.19% of respondents indicated that their mental health has negatively impacted their ability to succeed academically.** The survey also indicated strong support for the implementation of a Fall Reading Break and strong consensus that a Fall Break would positively impact mental health. **92.72% of respondents indicated that they would be in favour of a Fall Reading Break** and **93.35% of respondents indicated that a Fall Reading Break would have a positive impact on their mental health.** The survey also revealed divided support for **preferred placement of a Fall break in either October, surrounding Thanksgiving (47.75%) or November, following Remembrance Day (47.12%).**

The SUS Student Priorities Survey results reveal that mental health is a widespread concern for UFV students. The survey also reveals strong support for the implementation of a Fall Reading Break, and strong agreement that a Fall Reading Break would be beneficial to students' mental health.

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<sup>8</sup> "About UFV", University of the Fraser Valley, <https://www.ufv.ca/about/>

<sup>9</sup> "Determining a Sample Size", Del Siegle, University of Connecticut, <https://researchbasics.education.uconn.edu/sample-size/#>

CONCLUSION AND RECOMMENDATION

**The UFV SUS Executive Committee requests that the Undergraduate Education Committee of UFV Senate explore the implementation of a 2-day Fall Reading Break following either Thanksgiving or Remembrance Day.**

The implementation of a Fall Reading Break while adhering to Senate's guidelines for the academic calendar, including number of instructional days and examination days, is entirely possible by extending the semester by 2 days to accommodate for the break. This method was applied in the Fall 2021 semester in order to allow for classes to begin a week later. This same method can be applied to allow for a 2-day Fall Reading Break so that students may have a reprieve in the semester to de-stress and catch up on studying and homework in the mid-term season. This strategy would be both effective in relieving stress for students and realistic within Senate's guidelines for the academic calendar.

**APPENDIX A: PROPOSED UFV ACADEMIC CALENDAR**
**CURRENT TENTATIVE UFV SESSIONAL DATES (NO FALL BREAK):**

|                                                                      | Tentative<br>2022-2023                                                                                  | Tentative<br>2023-2024                                                                                           | Tentative<br>2024-2025                               | Tentative<br>2025-2026                               |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| Fall Semester                                                        | Fall 2022                                                                                               | Fall 2023                                                                                                        | Fall 2024                                            | Fall 2025                                            |
| Classes begin                                                        | Wednesday, 7<br>September                                                                               | Wednesday, 6<br>September                                                                                        | Wednesday, 4<br>September                            | Wednesday, 5<br>September                            |
| National Day for<br>Truth and<br>Reconciliation<br>(*Day in lieu of) | Friday, 30<br>September                                                                                 | *Monday, 2<br>October                                                                                            | Monday, 30<br>September                              | Tuesday, 30<br>September                             |
| Thanksgiving                                                         | Monday, 10<br>October                                                                                   | Monday, 9<br>October                                                                                             | Monday, 14<br>October                                | Monday, 13<br>October                                |
| Remembrance<br>Day<br>(*Day in lieu of)                              | Friday, 11<br>November                                                                                  | *Monday, 13<br>November                                                                                          | Monday, 11<br>November                               | Tuesday, 11<br>November                              |
| Classes end                                                          | Tuesday, 6<br>December                                                                                  | Tuesday, 5<br>December                                                                                           | Tuesday, 3<br>December                               | Tuesday, 2<br>December                               |
| Study break – no<br>classes, no<br>exams                             | Wednesday, 7<br>December                                                                                | Wednesday, 6<br>December                                                                                         | Wednesday, 4<br>December                             | Wednesday, 3<br>December                             |
| Final exam<br>period                                                 | Thursday, 8<br>December to<br>Monday, 19<br>December                                                    | Thursday, 7<br>December to<br>Monday, 18<br>December                                                             | Thursday, 5<br>December to<br>Monday, 16<br>December | Thursday, 4<br>December to<br>Monday, 15<br>December |
| Instructional<br>days                                                | M-12 T-13 W-<br>13 R-13 F-12<br>(63) S-13 <b>Sat<br/>Nov 12<sup>th</sup> Classes<br/>are in session</b> | M-12 T-13 W-<br>13 R-13 F-12<br>(63) S-12 <b>Sat<br/>Nov 11<sup>th</sup>.<br/>Classes are not<br/>in session</b> | M-11 T-13 W-<br>13 R-13 F-13<br>(63) S-13            | M-12 T-12 W-<br>13 R-13 F-13<br>(63) S-13            |
| Exam days                                                            | 10                                                                                                      | 10                                                                                                               | 10                                                   | 10                                                   |

OPTION A - UFV SESSIONAL DATES WITH THE ADDITION OF A 2-DAY BREAK  
SURROUNDING REMEMBRANCE DAY:

|                                                                      | Proposed<br>2022-2023                                                                                         | Proposed<br>2023-2024                                                                                                                                                   | Proposed<br>2024-2025                                  | Proposed<br>2025-2026                                  |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|
| Fall Semester                                                        | Fall 2022                                                                                                     | Fall 2023                                                                                                                                                               | Fall 2024                                              | Fall 2025                                              |
| Classes begin                                                        | Wednesday, 7<br>September                                                                                     | Wednesday, 6<br>September                                                                                                                                               | Wednesday, 4<br>September                              | Wednesday, 3<br>September                              |
| National Day for<br>Truth and<br>Reconciliation<br>(*Day in lieu of) | Friday, 30<br>September                                                                                       | *Monday, 2<br>October                                                                                                                                                   | Monday, 30<br>September                                | Tuesday, 30<br>September                               |
| Thanksgiving                                                         | Monday, 10<br>October                                                                                         | Monday, 9<br>October                                                                                                                                                    | Monday, 14<br>October                                  | Monday, 13<br>October                                  |
| Mid-term break<br>(Including<br>Remembrance<br>Day)                  | Wednesday, 9<br>November to<br>Friday, 11<br>November                                                         | Monday, 13<br>November to<br>Wednesday, 15<br>November                                                                                                                  | Monday, 11<br>November to<br>Wednesday, 13<br>November | Monday, 10<br>November to<br>Wednesday, 12<br>November |
| Classes end                                                          | Friday, 9<br>December                                                                                         | Friday, 8<br>December                                                                                                                                                   | Friday, 6<br>December                                  | Friday, 5<br>December                                  |
| Study break – no<br>classes, no<br>exams                             | Sat, 10<br>December &<br>Sun, 11<br>December                                                                  | Sat, 9 December<br>& Sun, 10<br>December                                                                                                                                | Saturday, 7<br>December to<br>Sunday, 8<br>December    | Saturday, 6<br>December to<br>Sunday, 7<br>December    |
| Final exam<br>period                                                 | Monday, 12<br>December to<br>Wednesday, 21<br>December                                                        | Monday, 11<br>December to<br>Thursday, 21<br>December                                                                                                                   | Monday, 9<br>December to<br>Thursday, 19<br>December   | Monday, 8<br>December to<br>Thursday, 18<br>December   |
| Instructional<br>days                                                | M-12 T-13 W-<br>13 R-1 F-12 (63)<br>S-13 <b>Sat Nov<br/>12<sup>th</sup> Classes <u>are</u><br/>in session</b> | M-10 T-12 W-<br>13 R-14 F-14<br>(63) S-11 <b><u>Sat<br/>Sep 30<sup>th</sup> &amp; Sat<br/>Nov 11<sup>th</sup>,<br/>Classes <u>are not</u><br/><u>in session</u></u></b> | M-10 T-12 W-<br>13 R-14 F-14<br>(63) S-13              | M-11 T-11 W-<br>13 R-14 F-14<br>(63) S-13              |
| Exam days                                                            | 9                                                                                                             | 10                                                                                                                                                                      | 10                                                     | 10                                                     |

OPTION B - UFV SESSIONAL DATES WITH THE ADDITION OF A 2-DAY BREAK  
FOLLOWING THANKSGIVING:

|                                                                      | Proposed<br>2022-2023                                                                                   | Proposed<br>2023-2024                                                                                                                          | Proposed<br>2024-2025                                | Proposed<br>2025-2026                                |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| Fall Semester                                                        | Fall 2022                                                                                               | Fall 2023                                                                                                                                      | Fall 2024                                            | Fall 2025                                            |
| Classes begin                                                        | Wednesday, 7<br>September                                                                               | Wednesday, 6<br>September                                                                                                                      | Wednesday, 4<br>September                            | Wednesday, 3<br>September                            |
| National Day for<br>Truth and<br>Reconciliation<br>(*Day in lieu of) | Friday, 30<br>September                                                                                 | *Monday, 2<br>October                                                                                                                          | Monday, 30<br>September                              | Tuesday, 30<br>September                             |
| Mid-term break<br>(Including<br>Thanksgiving)                        | Monday, 10<br>October to<br>Wednesday, 12<br>October                                                    | Monday, 9<br>October to<br>Wednesday, 11<br>October                                                                                            | Monday, 14<br>October to<br>Wednesday, 16<br>October | Monday, 13<br>October to<br>Wednesday, 15<br>October |
| Remembrance<br>Day<br>(*Day in lieu)                                 | Friday, 11<br>November                                                                                  | *Monday, 13<br>November                                                                                                                        | Monday, 11<br>November                               | Tuesday, 11<br>November                              |
| Classes end                                                          | Friday, 9<br>December                                                                                   | Friday, 8<br>December                                                                                                                          | Friday, 6<br>December                                | Friday, 5<br>December                                |
| Study break – no<br>classes, no<br>exams                             | Saturday 10<br>December &<br>Sunday 11<br>December                                                      | Saturday, 9<br>December &<br>Sunday, 10<br>December                                                                                            | Saturday, 7<br>December &<br>Sunday, 8<br>December   | Saturday, 6<br>December &<br>Sunday, 7<br>December   |
| Final exam<br>period                                                 | Monday, 12<br>December to<br>Wednesday, 21<br>December                                                  | Monday, 11<br>December to<br>Thursday, 21<br>December                                                                                          | Monday, 9<br>December to<br>Thursday, 19<br>December | Monday, 8<br>December to<br>Thursday, 18<br>December |
| Instructional<br>days                                                | M-12 T-12 W-<br>13 R-14 F-12<br>(63) S-13 <b>Sat<br/>Nov 12<sup>th</sup> Classes<br/>are in session</b> | M-10 T-12 W-<br>13 R-14 F-14<br>(63) S-11 <b>Sat<br/>Sep 30<sup>th</sup> &amp; Nov<br/>11<sup>th</sup>, Classes<br/>are not in<br/>session</b> | M-10 T-12 W-<br>13 R-14 F-14<br>(63) S-13            | M-12 T-10 W-<br>13 R-14 F-14<br>(63) S-13            |

|           |   |    |    |    |
|-----------|---|----|----|----|
| Exam days | 9 | 10 | 10 | 10 |
|-----------|---|----|----|----|

## MEMO

**To:** Undergraduate Education Committee

**From:** Lucy Lee, Dean, Faculty of Science

**Date:** March 8, 2022

**Subject:** UEC Memo Templates for New Courses and for Course Changes (June 2021 revisions)

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As requested by the Chemistry Department, the Science Faculty Council (SFC) at its March 4<sup>th</sup> meeting, held in hybrid format, discussed the newly approved UEC memos accompanying course approvals, specifically questions #6 and #7:

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?

The discussion on this matter was lively and extensive, and involved participants of each of our units within the Faculty of Science. Engagement of our faculty in EDI and Indigenization efforts within the academy has overall been very favourable.

Following consultation with Lorna Andrews, Teaching and Learning Specialist (Indigenization), discussion with myself and the Associate Dean of Science, and internal departmental discussions, members of the Chemistry Department brought forward the following motion at the March 5 meeting, specifically as it pertains to the relevance of questions 6 and 7 with respect to proposals to introduce new science courses and edit existing ones.

### MOTION:

"We move that the following requirements be made optional: questions 6 and 7 on the UEC course outline memo and the requirement for Indigenous epistemologies on the official course outline."

The above motion passed, with 14 voting in favour, 6 not in favour, and 3 abstentions.

As the Chair of FSC and as Dean of the Faculty of Science, I am bringing this motion to UEC for consideration and action.