UNDERGRADUATE EDUCATION COMMITTEE (UEC)
November 27, 2015 - 10:00 AM
A225

AGENDA
~~~~~~~~~~~~~~~~~~~~~~~~

Page

    5.2. Admissions Subcommittee report

    5.3. Curriculum Quality Subcommittee report

    5.4. Transfer Credit Subcommittee report

    5.5. Policy Subcommittee report

6. INFORMATION ITEMS

    6.1. Minor course changes (outlines will be available at
        www.ufv.ca/calendar/courseoutlines)
        BUS 100, 120, 143, 144, 145
        CMNS 300, 351, 353, 375, 376, 385, 480
        GEOG 116

7. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

October 30, 2015
10:00 AM – B133
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, Vlad Dvoracek, John English, Nancy Goad, Shirley Hardman, Arlene Leon, Stan Manu, David McGuire, Kate McCulloch, Sylvie Murray, Samantha Pattridge, Kirsten Robertson, Eric Spalding
ABSENT:	Darren Francis, Peter Geller, Steven Marsh, Rod McLeod, Lisa Moy, Maureen Wideman, Simon Xi
GUESTS:	Jeff Chizma, Maple Melder-Crozier
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

MOTION:
To approve to agenda as amended:
• Addition of item 4.5, Regulations for program combinations
CARRIED

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: October 2, 2015

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSE OUTLINES

3.1. Physics
Changes including pre/corequisites: PHYS 321
Changes including prerequisites and course content: ENPH 310
Changes including course content: ENPH 320

MOTION:
To approve the ENPH and PHYS course outlines as presented.
CARRIED

3.2. Child, Youth, and Family Studies
Changes including prerequisites: CYC 210, 220, 268, 340, 341, 410, 423, 425, 467, 468, 469

Some revisions to the learning outcomes were suggested and accepted by the department. The lab hours and "other contact hours" was also questioned; these are actually seminar hours, and will be listed as such.

UEC Draft Minutes
30 Oct 2015

MOTION:
To approve the CYC course outlines as amended:
- CYC 220 learning outcome #1 will be split into two
- CYC 220 learning outcome #3: "Evaluative" will be changed to "Evaluate"
- CYC 340 prerequisites: "PSYC 250 or ~~equivalent~~ instructor's permission"
- CYC 467 learning outcome #1: "demonstrate and ability to" will be deleted
- All lab hours and other contact hours will be changed to seminar hours
CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Curriculum Quality Subcommittee report

This subcommittee was formed following the 2014 UEC retreat. The subcommittee has wide representation, and has come up with a draft of guiding principles for curriculum. This was presented to UEC for initial feedback, and will eventually be sent out institution-wide.

Suggestions included the following:
- The document's title should be "Guiding Principles of Curriculum".
- Accessibility: people often do not realize that their material may not be accessible, and some examples may help. Support materials should include examples from specific disciplines of how to address accessibility.
- Flexibility: this could include recognition of study abroad as meaningful credit.
- Rigour: how is this defined? Is it different from meeting external standards set by DQAB or external agencies? Should these standards be the "minimum" while we strive for excellence?
- Scaffolding: what does this mean? Support materials should include examples of a well-scaffolded program.
- Course curriculum flexibility with respect to due dates: is this meant to imply that students can choose their due dates? The intent is to accommodate different learning styles; support materials should expand on this point.
- Acronyms (i.e. ILOs and PLAR) should be spelled out.

S. Murray will take the suggestions back to the subcommittee.

4.2. Admissions Subcommittee report

There was no was report from this subcommittee.

4.3. Transfer Credit Subcommittee report

There was no report from this subcommittee.

4.4. Policy Subcommittee report

This subcommittee is working on several policies. Policy 105 (Assignment of Course Credit) is almost ready to be sent back to the Senate Governance Committee (SGC). Policy 101 (Grading System) is being worked on, and may be sent out institution-wide for another round of feedback. Policy 99 (English Language Proficiency Requirement) is also being reviewed at the request of

SGC. The working group has not yet reported back to the Policy Subcommittee; this policy will likely come to UEC's December meeting.

4.5. Regulations for program combinations

S. Murray (Program Development Coordinator) presented the following proposed revised regulations for combinations within a degree, along with comparable regulations at other institutions (for the purposes of these regulations, "minor" is understood to include extended minors):

Regulations for Major-Minor, Double Major, Double Minors and Other Combinations

It is generally possible to combine two or more programs of study within a single degree. The following combinations are common; all require completion of a minimum of 44 or 45 upper-level credits.

- **Major-minor programs:** consist of the major requirements of one subject and the minor requirements of another subject within the framework of a single degree.
- **Double-major programs:** consist of the major requirements of each of two subjects within a single degree.
- **Double-minor programs:** consist of the minor requirements of each of two subjects within a single degree.

Combined programs require that the minimum upper–level requirements of each program be separately satisfied. Even if a course is common to the content requirements of two programs, it may only be counted towards the upper-level requirements of one of the programs. In such cases, course substitutions towards upper-level credit of the other program(s) must be approved by the relevant program chair(s).

Programs may be combined within a faculty or in many cases across faculties.

All general requirements of one degree must be satisfied.

A single degree will be awarded selected by the student in consultation with advising.

A combined program may require more than 120 credits of total course work.

Double-counting of credits was discussed in depth, and some potential revisions were suggested. In particular, it was noted that although upper-level courses cannot be double-counted, the implication is that lower-level courses could be double-counted. If this is the case, perhaps it should be explicitly stated. Perhaps there should also be a specific limit on the number of courses that can be double-counted.

It was also suggested that the following advice be added to the regulations: "Students wishing to complete a double major should consult with an academic advisor as early as possible."

S. Murray will bring revisions back to UEC.

5.   INFORMATION ITEMS

5.1.   Minor course changes (outlines will be available at
www.ufv.ca/calendar/courseoutlines)
GEOG 396/SOC 396/GDS 310
GEOG 398/SOC 398/GDS 311

5.2. Kinesology and Physical Education department name changed to Kinesiology
department

5.3.   Procedures for Program Suspension

6.   ADJOURNMENT

6.1. The meeting was adjourned at 11:30 am.

Memo for Course Changes

To: CACC, UEC

From: CMNS Curriculum Committee

Date: October 5, 2015

Subject: Proposal for revision of CMNS 312

1. Summary of changes (select all that apply):
    - ☐ Six-year review
    - ☐ Number and/or course code
    - ☐ Credits and/or total hours
    - x Title
    - x Calendar description
    - x Prerequisites and/or co-requisites
    - x Frequency of course offering
    - x Learning outcomes
    - x 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:

    CMNS 212 and CMNS 312 have both been revised to align with each other and to eliminate overlap. CMNS 212 (Introduction to Media and PR) now serves as an introduction to CMNS 312 (changes to CMNS 212 were submitted to CACC and UEC in May, 2015). CMNS 212 is the responsive side of PR (responding to an issue) whereas CMNS 312 is the proactive side of PR (developing a campaign). CMNS 312 is now designed to focus on the more advanced PR skills for campaigns.

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

    The outcomes, while maintaining the original spirit of the course, have been reworded and revised to eliminate overlap with CMNS 212 and to better reflect the focus of the course. These outcomes are closely aligned with the CMNS minor's program outcomes, particularly:

    - *"Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience*
    - *Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.*
    - *Apply rhetorical principles to the design and delivery of oral, print, and digital messages."*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *This course is not required for any program.*

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

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

   As in most CMNS courses, we strive to add in assignments, protocols, examples, and instructional methods that will embrace indigenous learning in our classes.

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

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

   a. Credit value *N/A*

   b. Class size limit *N/A*

   c. Frequency of offering *Revised to every other year to ensure a regular rotation with other CMNS upper level courses.*

   d. Resources required (labs, equipment) *Some computer lab time has been added for the development of media campaign tools.*

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: *$100*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1998
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	November 2021

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 312	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Public Relations Campaigns
Course Short Title (if title exceeds 30 characters): Public Relations Campaigns

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

This course explores how social, political, and commercial advancements are often sparked by public relations campaigns. CMNS 312 gives students the opportunity to strategize and plan persuasive campaigns designed to gain attention and motivate targeted audiences to take action.

Prerequisites (or NONE):	One of the following: CMNS 125, CMNS 155, CMNS 175, ENGL 105, CMNS 212/MACS 212, CMNS 280, CMNS 300, CMNS 316, CMNS 360, or nine credits of MACS courses. Note: As of January 2017, prerequisites will change to one of the following: CMNS 212/MACS 212, CMNS 280, CMNS 300, CMNS 316, CMNS 360, or nine credits of CMNS and/or MACS courses.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number: Cross-listed with: Equivalent course(s): *Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*	Transfer credit already exists: ☒ Yes ☐ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☐ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☒ Yes ☐ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

			Special Topics
Lecture hours		15	Will the course be offered with different topics?
Seminars/tutorials/workshops		18	☐ Yes ☒ No
Laboratory hours		12	
Field experience hours			If yes, different lettered courses may be taken for credit:
Experiential (practicum, internship, etc.)			☐ No ☐ Yes, ___ repeat(s) ☐ Yes, no limit
Online learning activities			
Other contact hours: Student directed learning			*Note: The specific topic will be recorded when offered.*
	Total	**45**	**Maximum enrolment (for information only):** 25

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): every other year

Department / Program Head or Director: Samantha Pattridge		**Date approved:**	April 22, 2015
Faculty Council approval		**Date approved:**	October 16, 2015
Campus-Wide Consultation (CWC)		**Date of posting:**	November 2015
Dean/Associate VP: Jacqueline Nolte		**Date approved:**	October 16, 2015
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	November 27, 2015

Learning Outcomes

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

- Audit an organization's online media presence
- Describe branding and the elements of a successful brand, as well as how brands are built and defended
- Demonstrate elements of a successful public relations campaign
- Scan the media environment for organizational PR opportunities and vulnerabilities
- Develop persuasive public relations messages for target audiences
- Develop public relations campaign strategies
- Use communications tactics that are consistent with overarching campaign strategy
- Design public relations metrics to monitor and measure campaign success
- Develop a complete public relations campaign plan
- Use PR case studies as a learning tool and explain valuable learning points in case studies for fellow students

Prior Learning Assessment and Recognition (PLAR)

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

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

Lectures, presentations, guests, seminars.

Grading system: Letter Grades: ☒   Credit/No Credit: ☐   Labs to be scheduled independent of lecture hours: Yes ☐   No ☐

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.					
2.	Scott, D.M.	The New Rules of Marketing & PR (selected chapters)	☐	John Wiley & Sons.	2010
3.	Harfoush, R.	Yes We Did! An inside look at how social media built the Obama brand (selected chapters)	☐	New Riders	2009
4.	Cutlip, Center, Broom	Effective Public Relations (selected chapters)	☐	Pearson Education	
5.	Wilcox & Cameron	Public Relations Strategies and Tactics (selected chapters)	☐	Pearson Education	

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

None.

Typical Evaluation Methods and Weighting

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

Details (if necessary):

In-class assignment	15%
Communications audit	15%
Public relations case study	15%
Public relations campaign plan	30%
Communications planning scenario	25%

Typical Course Content and Topics

Unit 1: Orientation to Public Relations Practice

- Introduction to the course: assignments, group work, expectations
- The 21st century media environment
- The public relations industry
- Media relations, stakeholder relations, lobbying, and community relations

Assessment: in-class assignment

Unit 2: Media Presence and Branding

- Understand elements of a successful public relations campaign
- Use case studies as an effective learning tool in PR
- Study branding and explore case studies where brands were damaged and/or successfully defended
- Scan the media environment for content and trends

- Analyze an organization's online media presence
- Develop a communications audit

Assessment: communications audit assignment

Assessment: public relations case study

Unit 3: Messages, Strategies, Tactics

- Study persuasive public relations messages
- Develop tailored messages for specific target audiences
- Study effective and noteworthy campaign strategies
- Develop broad campaign strategies to lead the public relations campaign planning process
- Study both classic and new and innovative public relations tactics
- Develop tactics that are consistent with overarching campaign strategies
- Develop public relations metrics to monitor and measure campaign success
- Develop a complete public relations campaign plan

Assessment: public relations campaign plan

Assessment: communications planning scenario

CMNS 312   University of the Fraser Valley Transfer Credit Request Form

Transfer Credit Request Form

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

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

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

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

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science

Cc: Amanda Grimson, UEC Assistant, Melinda Saretzky, Committee Assistant

From: Steven Marsh, Department Head

Date: 2015 September 12

Subject: Proposal for revision of GEOGRAPHY 315

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: **Current course outline is out of date.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **Changes are not substantial.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Changes will not affect programs that utilize this course.**

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

6. What consideration has been given to indigenizing the curriculum? **The course will incorporate a First Nation's perspective on soil husbandry and how arable soil available now for First Nations of the Fraser Valley is in many situations, sub par, and how current practices on neighbouring lands prohibits First Nations from traditional farming practices.**

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

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

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **Field trips are required and will be funded by GATE's operating expenses and or students field-trip fees.**

10. Estimate of the typical costs for this course, including textbooks and other materials: **Cost for students is approximately $100 for the textbook plus approximately $10 in fuel to get to field sites. The cost for me to ground truth the field trips and run them with students is the cost of mileage to local field sites, which is approximately $300.**

NOTE: In the future I would like this course to be cross-listed with Biology and Agriculture.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 315	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Soil Process and Function

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Soils provide nutrients to support primary productivity and are the foundation for global breadbaskets and terrestrial renewable resources. In this course we will evaluate the Canadian System of Soil Classification while learning to identify soil properties and assess how these properties support soil ecology.

Field trips outside of class time are required.

Prerequisites (or NONE):	One of the following: AGRI 204, AGRI 220, BIO 201, BIO 202, BIO 203, BIO 210, BIO 220, CHEM 213, CHEM 214, CHEM 221, CHEM 241, GEOG 201, GEOG 202, GEOG 211, GEOG 219, GEOG 252, or GEOG 253.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Equivalent Courses (cannot be taken for additional credit) Former course code/number: **N/A** Cross-listed with: **N/A** Equivalent course(s): *Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*	**Transfer Credit** Transfer credit already exists: ☐ Yes ☒ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 75

Typical structure of instructional hours:

Lecture hours	26
Seminars/tutorials/workshops	15
Laboratory hours	15
Field experience hours	9
Experiential (practicum, internship, etc.)	
Online learning activities	10
Other contact hours:	
Total	**75**

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): Every other year

Department / Program Head or Director: Steven Marsh	**Date approved:**	October 2015
Faculty Council approval	**Date approved:**	October 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	November 27, 2015

GEOG 315   **University of the Fraser Valley Official Undergraduate Course Outline**

Learning Outcomes

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

- Show familiarity with soil classification at regional and global scales;
- Assess soil-mediated nutrient cycles and how they support primary productivity and biodiversity;
- Interpret and properly log soil profiles;
- Use relevant data analysis and presentation software;
- Write an advanced laboratory/field report;
- Appreciate the value of soil from different perspectives including indigenous cultures.

Prior Learning Assessment and Recognition (PLAR)

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

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

Course format will include lectures, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

Grading system: Letter Grades: ☒   Credit/No Credit: ☐   Labs to be scheduled independent of lecture hours: Yes ☐   No ☒

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Brady, N.C. & Weil, R.	Elements of the Nature and Properties of Soils (3rd Edition)	☒	Prentice Hall	2009
2.	Carter, M.R. & Gregorich, E.G.	Soil sampling and methods of analysis, 2nd edition	☐	Taylor and Francis CRC Press	2007
3.	Montgomery, D.R.	Dirt: The erosion of civilizations.	☐	University of California Press	2007
4.			☐		
5.			☐		

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

Laboratory and field notebook.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab assignments:	15%	Field experience:	15 %	Shop work:	%
Lab Report:	25%	Other:	5%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Tentative lecture schedule

Week	Topic
1	Introduction to soil
2	Soil formation
3	Soil classification
4	Physical properties of soil
5	Soil water and the hydrologic cycle
6	Soil air and temperature
7	Soil colloids, acidity, alkalinity, and salinity
8	Ecology of soil
9	Soil organic matter
10	Soil nutrient cycles and soil fertility
11	Practical nutrient management
12	Soil erosion
13	Soil quality and air pollution

Each course offering will include a minimum of eight field or laboratory activities. Examples of such activities include field trips to characterize and describe the diversity of soils around the Fraser Valley and surrounding mountains; use of published soil surveys; and laboratory analysis of the physical, chemical, and biological properties of field-collected samples.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science

Cc: Amanda Grimson, UEC Assistant, Melinda Saretzky, Committee Assistant, Allan Arndt, Biology
        Department Head

From: Steve Marsh, GATE Department Head

Date: 2015 September 11

Subject: Proposal for revision of GEOGRAPHY 419

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   GEOG 317 IS NOW 219
    ☐ 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: **prerequisite update – courses have been added to make it easier for
    students to take this course.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning
    outcomes of the program(s): **Changes are not substantial.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that
    program or programs? **GEOG 419 is crosslisted with BIO 419 but changes will not impact that
    discipline.**

5. Which program areas have been consulted about the change(s)? **GATE AND BIO**

6. What consideration has been given to indigenizing the curriculum? **The course will provide
    examples of how paleoecological analysis has been used to better understand First Nations
    interaction with their environment.**

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

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

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **A single field trip will be funded through GATE's operating expenses.**

10. Estimate of the typical costs for this course, including textbooks and other materials: **Textbooks will cost the students around $100. My costs are limited to mileage reimbursement for travel to ground-truth the field trip and to run it with students.**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	November 2021

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 419	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Paleoecology
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science	**Department (or program if no department):** Geography and the Environment

Calendar Description:

Paleoecology is the study of past environments through the use of fossils, geochemistry, and radiometric dating. During this course you will learn how to reconstruct past environmental change driven by climate, sea-level change, earthquakes, floods, and fire. Field trips outside of class time are required.

Note: This course is offered as GEOG 419 and BIO 419. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 317/BIO 317, GEOG 319, GEOG 335, BIO 301, BIO 305, BIO 306, BIO 307, BIO 308, BIO 310, BIO 330, BIO 335, BIO 340, BIO 360, or BIO 370. Note: As of January 2017, GEOG 317/BIO 317 will be removed from these prerequisites.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with: BIO 419	
Equivalent course(s): BIO 419, GEOG 400H	Transfer credit requested (OReg to submit to BCCAT):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 75	**Special Topics**
Typical structure of instructional hours:	Will the course be offered with different topics?
	☐ Yes ☒ No

Lecture hours		26
Seminars/tutorials/workshops		15
Laboratory hours		15
Field experience hours		4
Experiential (practicum, internship, etc.)		
Online learning activities		15
Other contact hours:		
	Total	**75**

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): every other year

Department / Program Head or Director: Steven Marsh	**Date approved:**	September 10, 2015
Faculty Council approval	**Date approved:**	October 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	November 27, 2015

Learning Outcomes

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

1. collect and describe organic sediments in the field for laboratory analysis;
2. process sediment samples in the laboratory to isolate fossils for identification;
3. identify common pollen and plant macrofossils;
4. interpret quantitative diagrams and statistics created using paleoecological data;
5. use wetland and lake sediments to interpret past environmental change; and
6. articulate how paleoecology informs society about past indigenous landscape management and traditional ecological knowledge.

Prior Learning Assessment and Recognition (PLAR)

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

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

Course format will include lectures, presentations, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

Grading system: Letter Grades: ☒   Credit/No Credit: ☐   Labs to be scheduled independent of lecture hours: Yes ☐   No ☒

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Brown, C.A.	Palynological Techniques, 2nd edition. American Association of Stratigraphic Palynologists Foundation, Dallas, TX, 137pp	☒		2008
2.	Kapp, R.O., O.K. Davis, and J.E. King,	Pollen and spores (2nd edition). American Association of Stratigraphic Palynologists Foundation. vi + 279 pp. Illustrated by R.C. Hall.	☒		2000
3.	Articles from peer-reviewed journals and government reports.		☒		
4.			☐		
5.			☐		

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

Waterproof field notebook, Possible field-trip fee.

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Midterm exam:	20 %	Practicum:	%
Quizzes/tests:	%	Lab exam:	20%	Field experience:	%	Shop work:	%
Presentation:	10%	Research paper:	15%	Participation:	5%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week	Time
1	Introduction to environmental archives and proxies
2	Types of environmental archives
3	Field and laboratory methods
4	Types of proxies: Pollen and spores
5	Types of proxies: Plant macrofossils
6	Types of proxies: Diatoms, dinoflagellate cysts, foraminifera, and testate amoebae
7	Quantifying paleoecological data: Calculations
8	Quantifying paleoecological data: Illustration
9	Case study: Use of paleoecology to understand the influence of past climate change of vegetation
10	Case study: Use of paleoecology to determine the magnitude of pre-historic earthquakes
11	Case study: Use of paleoecology to understand how environments may change in the future
12	Case study: Use of paleoecology to explain indigenous practices and perspectives.
13	Student presentations

Each course offering will include a minimum of eight laboratory and field activities. Examples of such activities include a field assessment of wetland sediments as archives of past environmental change and opportunities to process field-collected samples and to identify fossils. Computer-assisted exercises will provide practice with quantitative methods. Blackboard Learn will be used as a means to organize course material, discuss course topics, complete fossil-identification exercises, and write exams.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	November 2021

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

Course Code and Number: BIO 419	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Paleoecology

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science	**Department (or program if no department):** Geography and the Environment

Official Course Outline:

This is a cross-listed course. Please refer to **GEOG 419** for the official course outline.

Calendar Description:

Paleoecology is the study of past environments through the use of fossils, geochemistry, and radiometric dating. During this course you will learn how to reconstruct past environmental change driven by climate, sea-level change, earthquakes, floods, and fire. Field trips outside of class time are required.

Note: This course is offered as GEOG 419 and BIO 419. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 317/BIO 317, GEOG 319, GEOG 335, BIO 301, BIO 305, BIO 306, BIO 307, BIO 308, BIO 310, BIO 330, BIO 335, BIO 340, BIO 360, or BIO 370. Note: As of January 2017, GEOG 317/BIO 317 will be removed from these prerequisites.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: Cross-listed with: GEOG 419 Equivalent course(s): GEOG 419, GEOG 400H *Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*	Transfer credit already exists: ☒ Yes ☐ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Department / Program Head or Director: Steven Marsh		**Date approved:**	September 10, 2015
Faculty Council approval		**Date approved:**	October 9, 2015
Campus-Wide Consultation (CWC)		**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee		**Date approved:**	Sept. 25, 2015
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	November 27, 2015

Memo for Course Changes

To: UEC

From: Allan Arndt

Date: March 2015

Subject: Proposal for revision of (BIO 202 Cellular Signaling and Regulation of Gene Expression)

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

2. Rationale for change:

   The title has been changed to conform to the UFV standard.

   The calendar description has been changed to conform to the UFV standard.

   The C+ prerequisite requirement has been added to ensure student success.

   The learning outcomes have been adjusted to align with ILO's.

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

   Indicated on course outline.

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? – Scientific materials pertaining to this course are obtained from a variety of sources including any indigenous resources, if applicable. - see learning outcome #6

7. If this course is not eligible for PLAR, explain why: - n/a

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

   a. Credit value - n/a

     b.   Class size limit – n/a

     c.   Frequency of offering – n/a

     d.   Resources required (labs, equipment) – n/a

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

10. Estimate of the typical costs for this course, including textbooks and other materials: $800

ORIGINAL COURSE IMPLEMENTATION DATE:	June 1994
REVISED COURSE IMPLEMENTATION DATE:	September 2015
COURSE TO BE REVIEWED: (six years after UEC approval)	November 2021

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BIO 202	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Cell Signaling/Gene Regulation
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science	**Department (or program if no department):** Biology

Calendar Description:

This course focuses on cellular signal transduction. Topics covered include electrical and chemical signaling, DNA structure and genome organization, the cell cycle and cancer, biotechnology and genetic engineering, transcription and translation mechanisms, and the regulation of gene expression.

Prerequisites (or NONE):	BIO 112 and CHEM 114. Note, As of January 2017, prerequisites will change to the following: BIO 111, BIO 112, CHEM 113 and CHEM 114 all with a C+ or better.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☒ Yes ☐ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 90
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	25
Laboratory hours	20
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**90**

Special Topics

Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, ____ repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 24

Expected frequency of course offerings (every semester, annually, every other year, etc.): annually

Department / Program Head or Director: Allan Arndt	**Date approved:**	Feb. 27, 2015
Faculty Council approval	**Date approved:**	March 27, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	March 27, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	November 27, 2015

Learning Outcomes

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

1. Describe the main steps in signal transduction in cells.
2. Explain how electrical and chemical signals are essential for nervous system signaling.
3. Discuss the organization of the genome of cells.
4. Describe how DNA replication works in prokaryotic and eukaryotic cells.
5. Explain the cell cycle and the role of mitosis.
6. Describe the role of biotechnology and genetic engineering in society.
7. Describe how transcription and translation processes work in eukaryotic cells.
8. Discuss the mechanisms of control of gene expression.
9. Perform laboratory skills such as the use of DNA and gel electrophoresis, the use of thermocycler for PCR, transformation of bacteria, etc.
10. Write a detailed scientific report (organized as a research paper) that interprets scientific experimental data from multiweek procedures.
11. Present an evaluation of a modern research paper to the class.

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, demonstration, small group practice, discussion, A/V materials, use of models, charts, and lab exercises.

Grading system: Letter Grades: ☒   Credit/No Credit: ☐   Labs to be scheduled independent of lecture hours: Yes ☒   No ☐

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

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

	Author (surname, initials) Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Becker The World of the Cell	☒	Pearson	2008
2.		☐		
3.		☐		
4.		☐		
5.		☐		

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

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

Typical Evaluation Methods and Weighting

Final exam:	45%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	**5**%	Lab reports:	10%	Field experience:	%	Shop work:	%
Oral presentation:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1) Cell Signaling and Signal Transduction:
   - electrical properties of cells and nervous system signaling
   - chemical signals, cellular receptors, novel messenger molecules
   - signal transduction pathways stimulating gene expression
2) Structural Basis of Cellular Information:
   - DNA structure, genome organization, DNA packaging.BIO 202
3) DNA Replication and Cell Division:
   - DNA replication, DNA damage and repair, cell cycle, cancer.
4) Biotechnology and Genetic engineering:
   - Gene cloning, genetic engineering, gene therapy.
5) Gene Expression:
   - genetic code, transcription, RNA processing, translation, protein targeting.
6) Control of Gene Expression:
   - prokaryotes vs. eukaryotes, transcriptional vs. posttranscriptional control.

BIO 202 **University of the Fraser Valley Official Undergraduate Course Outline** Page **3** of **3**

LABORATORY EXPERIMENTS:

In the lab/seminar component of the course students work on complex lab exercises for five to six weeks. The remaining time is used for student presentation of research projects. For the research projects, students work in pairs or individually and must choose a research paper dealing with any topic related to cell biology. The majority choose papers from Science, Nature or Cell due to our current library holdings. The choice of paper must be approved by the instructor.

Students must acquire a good basic understanding of the paper including the techniques described in the paper. The students then present the paper to the class. They are graded on the level of understanding demonstrated during the presentation as well as during a brief discussion with the instructor and class immediately following their presentation.

The primary objective of this activity is to teach the students how to read the literature. A secondary objective is to expose students to the application of experimental techniques which cannot actually be performed or demonstrated in our teaching labs.

Lab exercises include:

Lab 1: PCR analysis and sequence comparisons of human mitochondrial DNA.

Students will isolate their own mitochondrial DNA from cheek cells and amplify a specific region using the Polymerase Chain Reaction (PCR). Samples will be run on a DNA electrophoresis gel and then later sequenced. Sequences will be compared to a number of other sequences in a human mtDNA database.

Lab 2: Control of gene expression in Eukaryotes.

Insects (meal worms) are exposed to heat shock conditions. Blood and tissue samples are assayed using Western blotting with an hsp70 antibody to observe aspects of the expression of hsp70 gene.

Lab 3: Gene regulation in transgenic bacteria.

Students create transgenic bacteria by inserting a jellyfish gene which glows when active. The students then determine the presence or absence of the gene and the environmental factors which can influence activity of this transgene.

SUPPORTING LAB EQUIPMENT AVAILABLE:

In-house manual presently in use as is all necessary equipment.

Memo for Program Changes

To: **Professional Studies Faculty Council**
From: **Darrell Fox, Director SWHS**
Date: **February 10, 2015**
Subject: Program change (Bachelor of Social Work)

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

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

2. Rationale for change(s):

Major Change:

- **Addition of personal interview and written assessment to assess program and personal suitability for social work. There was an existing statement in the calendar on readiness for and interest in social work and demonstration of personal suitability. We have added a clearer statement that is consistent with other UFV departments. Only those who meet the academic and other requirements will be interviewed.**

Major Change:

- **Addition of Educational Equity. CASWE Accreditation Standards require we have this. The process will be clearly identified in the admission package.**

Edits made to BSW calendar:

- **Clarity in language regarding application for registration with the BC College of Social Workers**

- **Clarification of Arts and Science courses required for pre-admission to BSW, in order to line up with CASWE Accreditation Standards.**

- **Language on conditional admits removed as this has caused confusion. We have consistently had enough applicants who meet the criteria.**

- **The criteria of GPA of 2.67 has been in place for several years..., addition of clear statement in calendar was required that indicates those without the GPA will not be considered.**

- **Removal of recommended courses section as this changes.**
- **Added a general statement that credits from Community Support Worker and Diploma can apply towards BSW....previous statement was confusing.**
- **Provided clarification of requirements of the existing 400 hours**
- **Removed the questions for the personal statement from the calendar as these are subject to change**
- **Provided clarity for reference letters**
- **Clearer language on requirements of Criminal Record Check.**
- **Clarity on continuance in program...GPA requirement to graduate and continue in field placement courses.**
- **Removed language on part-time studies as the program does not have a formal part time option,**
- **Simplified language of field placement section**
- **Added statement on academic warning in field section**
- **Clarity in dates for application to graduate**

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

4. What consideration has been given to indigenizing the curriculum? **N/A**

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

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

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? **N/A**

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

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

Students will be required to take their Arts and Science electives prior to applying for admission to the BSW. The number of electives has not changed. The timing has been clarified to have students take the courses prior to application to the BSW as per CASWE Accreditation standards.

CWC comments and responses:

1. Basis for admission decision #6, Educational Equity – this should reference a policy, or be further explained.

   Our National Accreditation standards and our Self Study for our BSW and MSW recommended that educational equity be included in our admission process. We, as a school, need to develop a guideline or policy in this area. Can this remain in the Calendar and we can work on this as a department? If not, let's remove it from these calendar changes and when our guidelines are developed we will make a new request for calendar changes.

2. "University transfer" credits should be referred to as "university level" credits.

   Yes, this is correct and we accept this recommendation.

3. Should "SWHS courses" be changed to "SOWK courses"?

   SWHS (Social Work and Human Services) is being used to encompass any of the courses that can be applied from the diploma to the degree programs. Because our courses are named differently (HSER, SOWK), the word, SWHS encompasses them all. Changing this to "HSER and SOWK courses" would suffice.

4. The calendar copy for the Certificate in Extended Studies in Social Work: Child Welfare specialization has been deleted; is this program being discontinued?

   Our apologies, we missed this. The program has not been deleted and should remain in the calendar as is.

Social Work and Human Services
ufv.ca/swhs

Bachelor of Social Work degree

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

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

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

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

Entrance requirements

Academic Entrance Requirements

1. Applicants must have ~~48~~ 60 general university-level ~~qualifying Arts and Science~~ credits by May 1st of the year of application. ~~(~~(48 of the 60 credits ~~which~~ must be Arts and Science electives - ~~see Note 2~~s 1 and 3). A current list of Arts and Science courses is available at http://www.ufv.ca/swhs

- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1st of the year of application will have to re-apply for the next intake.~~
- ~~Pending available space, applicants who do not have 48~~ 60 ~~credits by May 1st may be considered as 'conditional admits' to the program if the credits are completed by August 31st~~. (see Note 1).
- ~~Students who are conditionally admitted and who have not completed the 48 credits by the end of the late summer semester will have to re-apply for the next intake (see Note 1).~~
- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1st of the year of application will have to re-apply for the next intake.~~

2. Students must have an overall GPA of 2.67 for the 60 course credits applied towards their BSW application. Students with a GPA lower than 2.67 will not be considered for admission.

~~courses applicable to the BSW.~~

3. These ~~48~~ 60 credits must consist of the following: ~~(see Note 1)~~:

- 6 credits of SOWK 110 and SOWK 210
- 54 general university-~~level~~ ~~transfer~~ credits, ~~transfer~~ 48 of which are Arts and Science credits, including:
  - 3 credits of English composition (i.e. CMNS 155 or ENGL 105);
  - 3 credits of English literature (i.e. ENGL 108-170);
  - 3 credits of introductory statistics (i.e. STAT 104 or PSYC 110)
- ~~.~~
- ~~4. The 48 university-level qualifying Arts and Science credits must include the following (see note 1):~~

~~three credits in English composition (i.e. CMNS 155 or ENGL 105);~~

~~three credits of English literature (i.e. ENGL 108-170);~~

~~three credits of Human Development (i.e. SOWK 225 or PSYC 250);~~

~~and three credits of Introductory Statistics (i.e. STAT 104 or PSYC 110).~~

~~Recommended courses:~~

~~3 credits of Sociology of Families (i.e., SOC 331 or SOWK 283) (see Note 12).~~

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

Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program may be eligible to receive up to 15 a six credits block for the completed certificate and 45 a 12 credits block for the completed diploma. Students who have completed practica withinwhile enrolled in these programs may receive extra points on their application. These 12 credits otherwise can come from any university-level UFV course or UFV assigned transfer credit, as long as they are deemed equivalent.(100-level or higher).

Students who have completed the UFV Community Support Worker Certificate or UFV Social Services Diploma Program can apply specific course credits towards the 60 credits required for the BSW application. Further details can be obtained from the SWHS Program Advisor.

Note 1: As of September 2015, applicants will be required to have 60 credits by May 1st of the year of application. The 60 credits must include 54 credits of university-level credits (at least 42 credits of qualifying Arts and Science electives).

Note 12: Credit toward the 60 required credits for the BSW application is provided for only one of SOWK 225 or PSYC 250 and one of SOWK 283 or SOC 331.

Note 123: A current list of qualifying Arts and Science courses is available at
http://www.ufv.ca/swhs/application-information--forms/ ufv.ca/swhs.

Other entrance requirements

45. Applicants must complete a minimum of have 400 hours of recent (see Note 4), paid or volunteer supervised work experience in the human services field supervised by a para-professional or professional., either paid or voluntary, which mayThis can include hours in practica. .

Note 4: The experience must be within three years of application. It is recommended that students be engaged in volunteer or paid supervised work in human services at the time of application.

56. Program and personal suitability as determined through a personal interview and written assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements. Readiness for and interest in social work and demonstration of /personal suitability.

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

8. Written assignment on campus at time of interview.

Note 5: Please see the Field Placement/Practica regulations and details' section below.

Students who do not meet these requirements might consider Open Studies.

Criminal record check

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

When to apply

Applications deadline is January 31st. are accepted for entrance Admission to the BSW program is into the Fall semester. only, with an application deadline of January 31. All completed applications submitted by January 31st this date will be reviewed. Applications received after this date will be considered only if space permits. See specific intake application process for more information.

How to apply

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

1. To be considered for admission to the Fall semester entrance (September), completed applications must be received by January 31 of the year of application.

UFV Application: apply online at ufv.ca/admissions/admissions/apply by January 31st.

To apply to the BSW program, all additional documents must be completed and submitted to OReg by January 31st. These documents are available at http://www.ufv.ca/swhs

Applicants are eligible to apply while completing a UFV Social Services Diploma provided all pre-requisite courses and the required 60 course credits for application will be successfully completed by May 1st of the year of application.

Applications received after January 31st may be considered, but only if space is available.

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

Fees and Additional Costs

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

3. In cases where interim transcripts are submitted, an admission decision may be made conditionally upon completion of academic requirements. Proof of completion of entrance requirements is due at the end of the first week in May for Fall admissions.

Additional documents required for a complete application::
Documents required for applications to be considered complete:

• UFV Application: apply online at ufv.ca/admissions/admissions/apply.

•Completed UFV online application

•Official, sealed transcripts (or interim transcripts) from all previous post-secondary institutions showing grade/course achievement as per entrance requirements.
• SWHS Additional Application Information Form detailing your past work/volunteer experience and education (available at http://www.ufv.ca/swhs/application-information-forms/ ufv.ca/admissions/forms).
• A personal statement (typed, double-spaced, between 800 to 1,000 words in length) to assess your professional suitability for social work.

 that addresses the following questions:
  i. Why do you want to become a social worker?
  ii. What kinds of life/work/volunteer experiences have you had that contributed to this decision?
  iii. What experiences have you had that prepare you for social work in a culturally diverse environment?
  iv. What do you see as the most pressing social problem or issue facing Canadian society? Why?
• Two recent satisfactory letters of reference from social workers or paraprofessionals who have supervised you in related human service work, practicum, or volunteer experience.supervisors should be submitted with your the application package. These must be on reference forms available from the School of Social Work & Human Services or they can be original, signed letters on letterhead, addressing the criteria on the reference forms.

Basis for admission decision

Applications will be reviewed using a point rating system. Complete applications will be evaluated in the following areas: according to the following categoriescriteria:

1. Academic experiencehistory/GPA, including/ GPA and number of credits (scored out of 4035). The higher the applicant GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale;

2. Interview with written assessment

32. Work and/or volunteer experience in the human services field (scored out of 25);

43. Letters of reference (scored out of 10); and

54. Applicant Personal statement (scored out of 25); and

6.5 Educational Equity. Applicants who are part of traditionally marginalized groups and elect to identify themselves in their application material (scored out of 5)..

Criminal record check

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

Academic regulations

In completing the BSW program, students are required to have:
• a minimum of 60 credits of Social Work (SOWK) courses and a minimum of 60 credits of qualifying Arts and Science courses.general university-level transfer credits (48 credits of which are arts and science electives).

(A minimum of 30 upper-level Social Work credits must be completed at UFV.)
• a minimum of 30 upper-level Social Work credits must be completed at UFV.maintain

• a minimum BSW program GPA of 2.67 to register for the fieldfor practicum placements and 2.67 for graduation. Students with a GPA of less than 2.67 will be required to withdraw.
• obtain a C or (2.0)or better in each SWHS HSER and SOWK course to proceedcontinue in the program including the field placement.

. Students are required to retake SWHS courses where they receive a C (2.0) grade or lower. As per UFV policy a course can be taken twice.

Credits that SWHS courses that are over 10 years old will not be considered for credit towards the BSW program.old may be stale-dated; students should check with the Program Advisor regarding transferability.

Acceptance into the program does not guarantee a field placement.

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

The BSW program is a full time academic program that is completed over two years.

Students who are not able to complete the program over the two years are to notify the school.

Students needing to switch to Part-time students status may be required to complete additional requirements if it takes them more than five years to finish the third and fourth year courses. In planning their programs, part-time students should make particular note of course prerequisites, corequisites, and sequencing. Consulting with the Program Advisor before registering into specific courses is recommended. Enrolment to field education courses is particularly dependent on the student successfully completing the appropriate course corequisites and prerequisites.

Students in other degree programs may be granted permission to register in a maximum of two five upper level Social Work courses without being in admitted to the BSW program. Students must meet the prerequisites for these courses. Taking SWHS courses through Open Studies does not guarantee eligibility for student admission to the BSW program.

Field placement/Practicum regulations and details

All students are required to complete two field placements in the BSW program. Complete policies and procedures are outlined in the BSW Field Education Manual, available on the SWHS website. Acceptance into the BSW program does not guarantee the student a field placement.

In accordance with the Criminal Records Review Act, completion of a BC Criminal Record Check is required before students can register for the field placement. This is the responsibility of the student.

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

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

- Completion of prerequisites with a grade of C or better as per Academic regulations
- Completion of co-requisites with a grade of C or better or
- Registration in co-requisites

- Submission of the BSW Field Application Request form
- Submission of a resume and cover letter in the required format
- Interview with the Field Education Coordinator
- Completion of the Practice Guideline Acknowledgment Form
- Criminal record check clearance letter issued by the Ministry of Justice
- BSW program GPA of 2.67

• ~~completion of prerequisites~~
• ~~BSW program GPA of 2.67~~
• ~~acceptance into the program does not guarantee the student a field placement.~~ A~~A~~ ~~satisfactory criminal record check completed through the Ministry of Justice is required prior to field placement.~~

~~The Field Education Coordinator will work collaboratively with each student to identify field placement sites which~~ that ~~respond to individual learning interests of students and meet the program criteria.~~

~~Field placement sites are located in the Fraser Valley and across the Lower Mainland. The School strives to place students in their home communities if possible. Students are responsible for transportation to~~ and from ~~field placement sites. Most field placements will require students to have a valid driver's license and access to an insured vehicle. Students are responsible for maintaining professionalism in the field placement.~~

~~Field placements in the BSW program are set up as block placements during the winter term from January to April. Part-time students do have the option of completing their field placement in the fall term from September to December. Students are expected make themselves~~ to be ~~available to be in the field placement. Third-year field placements require students to be available for three days (21 hours) per week. Fourth-year field placements require students to be available for four days (28 hours) per week. Students are required to attend a mandatory bi-weekly seminar for both third- and fourth-year field placements.~~

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

- Students must be available weekdays, during regular office hours
  - SOWK330 is three days a week for a total of 21 hours per week
  - SOWK430 is four days a week for a total of 28 hours per week

All field placements and field instructors are approved through the Field Education Coordinator. For complete details, please refer to the BSW Field Education Manual.

Students who have extensive social work experience supervised by a Social Worker prior to admission may be eligible to challenge the third-year field placement. Please refer to the BSW Field Education Manual for application criteria and approved process.

Any decisions about offering students the opportunity to Challenge the third year field placement (SOWK 330) will be at the sole discretion of the School.

PLAR/ Students cannot challenge SOWK330 with the same experience used to challenge a Diploma level field placement.

The fourth year field placement SOWK430 is not open to PLAR/Challenge.

Note: Admission to the program does not guarantee a field placement. The field placement requires a separate application process and all criteria must be met, including a criminal record check through the Ministry of Justice.

Graduation

It is the student's responsibility to apply for graduation by April 1st and ensure that all program requirements are met by April 30th. This should be done in consultation with the Program Advisor. http://www.ufv.ca/admissions/graduation/

Graduation requirements:

1. 60 credits of 100- and 200-level courses:
    • 6 credits of SOWK 11 00 and 210
    • 54 credits of University-level credits (at least 4 8 2 credits must be qualifying Arts and Science electives)
2. 60 credits of 300- and 400-level courses:
    • 6 credits of 300- and 400-level qualifying Arts and Science electives
    • 54 credits of 300- and 400-level SOWK courses

Students must apply for graduation by completing a request to graduate form available at the Office of the Registrar. This must be done no later than April 1, with program requirements completed by April 30.

Program outline

(Subject to change as per CASWE Accreditation Standards.) http://caswe-acfts.ca/commission-on-accreditation/coa-standards/

Third year

Semester V (Fall)

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

Semester VI (Winter)

Course	Title	Credits
Elective	SOWK Group A	3
SOWK 330	Practicum I (3 day~~s~~ per week, plus ~~one~~ bi-weekly seminar class~~es~~)	6
SOWK 392	Aboriginal Social Work	3
Elective	Upper-level ~~qualifying~~ Arts and Science elective	3
Total		15

Fourth year

Semester VII (Fall)

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

Semester VIII (Winter)

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

Total   15

Program Total   60

Electives

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level Arts and Science electives. ~~University level Arts electives which contribute to the breadth of the student's knowledge should be chosen in consultation with the Program Advisor.~~

SOWK Group A electives

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

Course	Title	Credits
SOWK 301	Social Work Practice with Groups	3
SOWK 380	Social Work and Community Development	3
SOWK 483	Family Centred Social Work	3

SOWK Group B electives

Students must complete four SOWK Group B electives unless they choose to complete all three Group A electives, in which case they are required to complete three Group B electives:

Course	Title	Credits
SOWK 394	Substance Misuse Issues	3
SOWK 450	Social Work in Health Care	3
SOWK 490	Gerontological Social Work	3
SOWK 491	Child Welfare	3
SOWK 493	Feminist Social Work	3
SOWK 496	Disability Issues	3
SOWK 497	Social Work in Mental Health	3

Child Welfare specialization

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

Certificate in Extended Studies in Social Work: Child Welfare specialization

Students who have completed the Bachelor of Social Work degree may be eligible to complete the requirements for the Child Welfare specialization. Please see this section for more details.

MEMO

UNIVERSITY OF THE **FRASER VALLEY**

To: **Undergraduate Education Committee**

From: **Sylvie Murray (On behalf of the UEC Short Programs Subcommittee)**

Date: **January 20, 2015**

Re: **Final Report**

The mandate of the Short Programs Subcommittee of UEC was to clarify the institutional expectations and policies/process in place for short programs, in light of practices and policies at other institutions, and emerging provincial standards. The work entailed examining 1) definitions and quality assurance standards; and 2) policies/processes by which short programs are reviewed, revised, created, and integrated in our planning process. (See appendix A for the subcommittee's Terms of Reference.)

The subcommittee met on a regular basis since December 2013 and is now ready to present its recommendations for UEC approval. (See appendix B for the previous, interim, reports submitted June 9, 2014 and September 18, 2014.)

This final report consists of four parts:
1) recommendations;
2) report on Certificate in Extended Studies and Framework;
3) credential chart for short programs; and
4) impact of revised nomenclature on existing short programs, by Faculty/College.

Motion: That UEC approve the Short Programs Subcommittee's recommendations as submitted.

The UEC Short Programs Subcommittee recommends:

That the following (statements #1-5) be incorporated in revisions to UFV's Graduation Awards policy (64):

1. That UFV adopt a revised categorization and nomenclature for short programs, as detailed in the document Credential Chart for short programs.

2. That existing programs be revised to conform to the Credential Chart for short programs within three years of the approval of revisions to policy 64. An extension of no more than three years may be granted to programs undergoing or scheduled for review as per the Academic Program and Unit Reviews policy (189).

3. That all credit courses and credentials require approval through UFV's internal review and approval process as governed by the Undergraduate Course and Program Approval policy (21) and the Graduate Course and Program Approval policy (209).

4. That non-credit credentials also require approval through UFV's internal review and approval process as governed by policy 21. It is further recommended that a definition of "non-credit credential" be added to policy 64.

5. That, while laddering is a recognized pathway to a higher-level credential, the total number of credits imported into a higher-level credential will not exceed 50% of the total number of credits required for the higher-level credential (e.g., a 1-year, 30-credit certificate laddering into a 60-credit diploma; a 2-year, 60-credit diploma laddering into a 4-year, 120-credit degree). Laddering from a non-credit Continuing Education certificate into a diploma or degree, with approval of the appropriate academic units offering the higher-level credential and as governed by Ministry regulations, is also recognized.

We further recommend that UEC approve the following regulations regarding credentials that draw from the same pool of credits:

6. Students graduating with a degree (e.g., bachelor) cannot apply those credits retroactively or concurrently toward a short program credential. We recommend that this issue be addressed through revision of the Subsequent Degree policy (98).

7. At least 50% of the total number of credits of a short program credential must be on top and above of the credits counted toward another credential (e.g., a post-baccalaureate certificate in relation to a previous degree).

UEC Short Programs Subcommittee   Recommendations to UEC   January 2015

A final set of recommendations relates to the reviewing and monitoring of short programs in relation to quality assurance standards.

8. That all short programs go through a periodic review to ensure that their stated purpose and content are current and aligned (e.g. alignment with ILOs). We recommend that this be addressed through revision of the Academic Program and Unit Reviews policy (189). We further recommend that the Provost, in consultation with Deans, include short programs in the current "Schedule of Program Reviews".

9. That credentials that are no longer meeting their purposes or for which usage is low (as recorded in UFV *Factbook*) be discontinued unless there is a compelling reason to continue offering them. Credentials for which courses are no longer offered should be discontinued unless there is a compelling reason not to. We note that short programs are included in the Program Discontinuance Policy [approved by Senate and currently pending approval by Board of Governors].

10. That the Certificates in Extended Studies and the "Framework for Extended Studies in a Program" be discontinued, except in the cases of specific disciplines and specializations where there is a clearly identified need for these Certificates. (See 2. Report on Certificate in Extended Studies and Framework).

11. That the relevant dean ensures every program be assigned a curriculum committee or an individual responsible for overseeing the program.

12. That the naming of short program credentials be standardized and consistent across UFV platforms and publications.

UEC Short Programs Subcommittee   Recommendations to UEC   January 2015

2. Report on Certificates in Extended Studies in Arts and Framework

Certificates in Extended Studies are offered mostly in the Arts, in the following specializations:

- Applied Ethical and Political Philosophy
- Anthropology minor
- English major, Honours, extended minor, or minor
- French minor (extended minor and major now proposed)
- History major, extended minor, or minor
- Latin American Studies extended minor and minor
- Media and Communications Studies minor
- Psychology and Psychology Honours
- Sociology major, Sociology minor, Sociology/Anthropology major
- Theatre extended minor, minor
- Fashion Design: Marketing option
- Fashion Design: Textiles option
- Visual Arts
- Geography major, with or without concentration (Physical Geography, Environmental Studies, International Studies, Urban Studies, Geographic Information Studies), Honours (no concentration, or with selected concentration), extended minor, minor
- Physical Geography Honours, major, minor

Certificates in Extended Studies are also offered in the Faculty of Professional Studies, in two programs:

- Child and Youth Care
- Early Childhood Education
- Social Work: Child Welfare specialization
- Social Services – First Nations option

The original purpose for creating these Certificates was to give students who had recently graduated from then UCFV the opportunity to take advantage of newly created specializations within the BA. For instance, students who had recently graduated with a BA, History minor would be able to get a *Certificate in Extended Studies: History major* by doing the extra credits required for the major (minimum of five).

A framework was approved by the UCFV Board in May 2002. It also allows for these certificates to "be used to complete a major, minor or option in another area if students have completed an equivalent level program. For example, a student who has completed a Bachelor of Business Administration may be admitted to the Certificate in Extended Studies in Arts: Major English." (http://www.ufv.ca/media/assets/senate/uec/resources/Extended+Studies+framework.pdf)

Note that UCFV did not have a subsequent degree policy then (Policy no. 98 was first approved in 2005).

Usage: A total of 13 students have graduated with a Certificate in Extended Studies in Arts (all specializations) in the last five years. The distribution per year of graduation is as follows:

Final Report, January 2015

- 2009: 5 graduates (4 English, 1 History)
- 2010: 2 graduates (1 Visual Arts Extended and 1 Psychology Honours)
- 2011: 3 graduates (1 Applied Ethical and Political Philosophy; 1 Psychology; 1 Psychology Extended)
- 2013: 2 graduates (1 English Honours; 1 History)
- 2014: 1 graduate (English)

In addition, two students have graduated with a Certificate in Extended Studies in Fashion Design, one in 2009 and one in 2012.

In Professional Studies, the Certificates in Extended Studies have been used as follows in the last five years:

- Child and Youth Care: 2 graduates in 2012
- Early Childhood Education: : 13 graduates in 2009-2013
- Social Work: Child Welfare specialization: 1 graduate in 2011
- Social Services – First Nations options: 5 graduates since 2008

We note with concern that the language used in the "Extended Studies in a Program" framework and in the entrance requirements to individual Certificates in Extended Studies may suggest their use as a vehicle for a subsequent degree. Policy 98 on Subsequent Degree, adopted in 2005 (after the framework and the first Extended Studies Certificates were approved), should supersede the framework and extended studies certificates if/when they are used to obtain a major in another area.

Finally, because of their unusual and ambiguous nature, these certificates create considerable confusion among students, advisors and admission staff.

Recommendation:

That the Certificates in Extended Studies and the framework for "Extended Studies in a Program" be discontinued, except in the cases of specific disciplines and specializations where there is a clearly identified need for these Certificates.

Final Report, January 2015

3. Credential Chart for Short Programs –Jan 2015

Preamble:

Part of the subcommittee's mandate was to "review nomenclature, articulate definitions, and categorize different types of 'non-degree' credentials". This work entailed examining what is currently done at UFV in light of practices and policies at other institutions, and emerging provincial standards. In relation to the latter, we note that, while some initial provincial-wide discussion took place in an effort to articulate a common framework, this initiative seems to be inactive at the moment.

Purpose and methodology: In keeping with its mandate the subcommittee developed a "credential chart" for short programs (also called "non-degree" programs). Our goal is to provide:

1. greater clarity about the defining characteristics of different kinds of short programs -- for instance, expected level of study recognized by different types of credentials (e.g. certificate vs. post-baccalaureate certificate) and value/meaning of the credential name to stakeholders (e.g., employers and students); and
2. more precise differentiation among short programs. This is particularly necessary in the case of UFV's broad definition of "certificate" (to include programs ranging from 5 to 60 credits) which is highly unusual when compared to the nomenclature used by other institutions and the Ministry of Advanced Education.

The format for the Chart was inspired by BCIT's presentation of "Credential Types and Credits" (see http://www.bcit.ca/files/pdf/5401.pdf, p. 3). We consulted the Ontario Qualifications Framework which provides a detailed set of standards, but applies only to colleges, not universities (see http://www.peqab.ca/oqf.pdf). We also consulted the nomenclature suggested by the BC Ministry of Advanced Education for non-degree credential types and researched the nomenclature used by other institutions (mostly in BC) for short programs of different lengths and credit value. Although we found a lack of consistency among BC institutions, we also note some commonalities, for instance in the definition of certificates (no less than 15 credits) and diplomas (generally 60 credits). We included the Ministry's and other institutions' nomenclatures and credential characteristics below, along with our recommendation, to allow for a comparative analysis.

Our recommendation: That UFV adopt a revised categorization and nomenclature for short programs, as detailed in the Credential Chart below. (The proposed nomenclature is in column 3 of the chart, and would consists of 4 types, two of which new: "Associate Certificate," "Certificate," "Diploma," "Post-Baccalaureate Diploma").

UEC Short Programs Subcommittee   Credential Chart   January 2015

AGENDA ITEM # 5.1.

As defined by BC Ministry of Advanced Education and other institutions		As proposed for UFV [denotes how it relates to current definitions as included in Graduation Awards policy (64)]				
Ministry Nomenclature*	Other institutions	Credential Type	Hours or Credits / Courses	Equivalent Duration (semesters of full-time study)	Entrance Requirements (minimum)	Rigour/Level of Study
	Kwantlen and Capilano use "Citation" to differentiate shorter programs (6-15 credits) from certficates Ex: *Citation in English Language Proficiency*, 15 credits (undergraduate) Ex: *Citation in Metal Fabrication/Fitter*, 23 credits (vocational), 23 weeks Capilano: see https://www.capilanou.ca/programs-courses/programs-credential/Citations/ BCIT uses "Associate" for programs ranging between 21-44 credits	Associate Certificate [new designation; some overlap with "Type B" certificate, 5-30 credits]	15 credits or less	5-6 months (undergraduate programs)	Variable	Entry level post-secondary; may include upper-level courses

UEC Short Programs Subcommittee   Credential Chart   January 2015

AGENDA ITEM # 5.1.

As defined by BC Ministry of Advanced Education and other institutions		As proposed for UFV [denotes how it relates to current definitions as included in Graduation Awards policy (64)]				
Ministry Nomenclature*	Other institutions	Credential Type	Hours or Credits / Courses	Equivalent Duration	Entrance Requirements (minimum)	Rigour/Level of Study
Certificate – Certificate programs usually involve one year or less of study	BCIT: 45 credits (minimum) – different from their *Industry Partnership Certificate* (15-20 credits) UBC: 15-30 credits VIU: 30 credits or less UNBC: 30 credits TRU: 15-30 credits (less than 46) KPU: 30 credits (approx.) NVIT: 30 credits SFU: 18-30 units	Certificate [some overlap with current "Type A" certificate, 30-60 credits)	Minimum of 150 hours 18-30 credits	One year or less	Variable	Non-credit programs approved by Board of Governors or Entry level post-secondary; may include upper-level courses
Advanced Certificate – the Advanced Certificate is offered to students who already have at least a certificate and complete additional specialized courses	BCIT 24 credits; entrance requirement: Diploma or Bachelor's Degree or equivalent	[not proposed for UFV]				

UEC Short Programs Subcommittee   Credential Chart   January 2015

AGENDA ITEM # 5.1.

As defined by BC Ministry of Advanced Education and other institutions		As proposed for UFV [denotes how it relates to current definitions as included in Graduation Awards policy (64)]				
Ministry Nomenclature*	Other institutions	Credential Type	Hours or Credits / Courses	Equivalent Duration (semesters of full-time study)	Entrance Requirements (minimum)	Rigour/Level of Study
Diploma –The diploma normally involves two years of study in a career, technical, or academic program	VIU: 60 credits UNBC: 30-60 credits TRU: 46-119 credits KPU: 60 credits NVIT: 60 credits JIBC: 60 credits	Diploma [no change to current definition]	Normally 60 credits	Two years, or 4 semesters of full-time study	Variable	First and Second year post-secondary (or higher)
Advanced Diploma – The Advanced Diploma or Post Diploma is awarded following an additional year of study after graduation from at least a two-year diploma program.		[not proposed for UFV]				

UEC Short Programs Subcommittee   Credential Chart   January 2015

AGENDA ITEM # 5.1.

As defined by BC Ministry of Advanced Education and other institutions		As proposed for UFV [denotes how it relates to current definitions as included in Graduation Awards policy (64)]				
Ministry Nomenclature*	Other institutions	Credential Type	Hours or Credits / Courses	Equivalent Duration (semesters of full-time study)	Entrance Requirements (minimum)	Rigour/Level of Study
Post-Baccalaureate Diploma – The Post Baccalaureate Diploma involves one or two years of specialized study in a certain discipline following the completion of a Bachelor's degree… The credential is sometimes also called *Post-Graduate Diploma, Post-Degree Diploma and Graduate Diploma.*	SFU: *Post-Baccalaureate Diploma* ("post bac" or PBC) in various areas (30 *upper-level* credits) UBC: Education *Post-Baccalaureate Certificate* (15 credits) and *Post-Baccalaureate diploma* (30 credits)—*senior level courses* TRU: *Post-Baccalaureate Diplomas*, of Business (60 credits, *including lower-level credits*); *Post-Baccalaureate Certificate* in Liberal Arts (24 *upper-level* credits) KPU: *Post-Baccalaureate Certificate* in Critical Care Nursing (17 credits, *5000-level* courses) KPU: *Post-Baccalaureate Diploma* in Human Resource Management (30 *upper-level* credits) Capilano: *Post-Baccalaureate Diplomas* (36-45 credits, mostly *upper-level* courses) Douglas: *Post-Baccalaureate Diploma* in Math and Science Teaching (2011) (30 credits); *Post-Degree Diplomas* in Business (2012-2013) (30 credits, includes 6 *lower-level* credits); in Professional Communicaation (30 *upper-level*	Post-Baccalaureate Diploma [renaming of current "post-degree certificate"]**	27 credits minimum UFV post-degree certificates: Data Analysis: 9 lower-level; 18 upper-level Management: 9 lower-level; 21 upper-level Hospitality and Event Management 6 lower-level; 24 upper-level	1 to 2 years	Bachelor's degree	Third/Fourth year (300-400 level courses) with appropriate lower-level preparation

	credits) Camosun*: Post-Degree Diploma* in Business Administration (45 credits, mostly *lower-level*); in Human Resource & Leadership (30 credits, 18 *lower-level);* Marketing (30 credits, 21 *lower-level);* Interprofessional Mental Health and Addictions (30 credits at *500-level)* Langara: *Post-Degree Diploma* in Business, Applied Planning, etc. (39-42 credits, *upper-level*)				

**On-Line Non-Degree Program Review Process (July 2008), Appendix 2 -- Credential Nomenclature*. Appendix 2 also notes: "To ensure system consistency under the non-degree peer review process, institutions planning to diverge from these generally accepted credentials definitions should first consult the Ministry." It is worth noting that according to Ministry Guidelines, submission through the non-degree peer review process is not required "for certificates that do not ladder into other credentials." (p. 3.)

**This change will require communication with DQAB to ensure that we can change the *credential type name* without re-approval of credential

AGENDA ITEM # 5.1.

4. Impact of revised credential nomenclatures on existing short programs, by Faculty/College.

Please note that most programs are included here, but some might have been missed.

The following sources were used to complete this analysis:
- List of UFV diplomas and certificates currently in existence (Last updated: January 21, 2014; provided by OReg)
- *Factbook 2013-2014* (produced by the Office of Institutional Research and Planning)
- *UFV Academic Calendar* (Fall 2014), via "Program Index"
- Consultation (as indicated below)

Faculty of Applied and Technical Studies*

School/Dep.	Not affected	Affected
Trades	ITA programs would remain as "certificates" as they are 9-10 months in length	
Industry Serv./Cont.Ed	e.g., Jewelry Making –courses, not credentialized program	
	Aircraft Structures Technician certificate (900 hrs, 42 wks)	
	Architectural Drafting Technician certificate (10 months)	
	Professional Cook certificate (10 months)	
Agriculture	Agriculture Technology diploma (78 cr.)	
	Horticulture Crop Production and Protection certificate (45 cr.)	
	Livestock Production Cert (42 cr.)	
	Berry Production Essential certificate (18 cr.)	
	Field Vegetable Production certificate (18 cr.)	

	Milder Technician certificate (24 cr.)	
	Current Agricultural Practices Essentials certificate (18 cr.)	
		Integrated Pest Management Essentials certificate (15 cr.) – **reclassify as "Associate Cert"; or revise to 18 cr.**
		Ornamental Horticulture Production certificate (cr.? Not in Academic Calendar; only 1 graduate in last 5 years) – **?**
	Hospitality Event Planning certificate (36 weeks)	Hospitality Event Management Post-degree cert (30 cr.) – **rename "Post-Baccalaureate Diploma"**

*Consultation with Rolf Arnold, Director of Trades and Technology Training, December 10, 2014

Faculty of Professional Studies*

School/Dep.	Not affected	Affected
Business	Accounting certificate (35-6 cr.)	
	Business Administration certificate (36 cr.)	
	Marketing and Sales certificate (36 cr.)	
	Business Administration diploma	
	Aviation diploma, Two Year (60+ cr.)	
		Aviation diploma (one-year)? 40 cr.—does not match current definition of diploma; **Contract negotiation underway with Coastal Pacific and likely to be revised.**
		Management Post-degree certificate (27 cr.) **rename "Post-Baccalaureate Diploma"**
Adult Education		Adult Education and Workplace Training Cert (12 cr.) **reclassify as "Associate Cert"**

Library Tech	Library and Information Technology diploma (60-62 cr)	
	Library Technician Post-diploma certificate (10 cr.)	
Teacher Education		Post-degree certificates (to be **discontinued** with approval of new Bachelor of Education)
Social Work and Human Services	Community Support Worker certificate (31 cr.)	
	Substance Abuse Counselling certificate (21 cr.) – "not available in 2014/15" (*Calendar*)	
		Substance Abuse Counselling diploma? – in *Factbook*, but not in Academic Calendar **?**
		Certificate in Extended Studies in Social Work: Child Welfare Specialization. **See Report on Extended Studies Certificates**
	Health and Human Services certificate (31 cr.)	
	Aboriginal Culture and Language Support diploma (63-65 cr.)	
	Social Services diploma (62 cr.)	
		Certificate in Extended Studies in Social Services – First Nations option. **Being revised by Indigenous Studies Curriculum committee**
CYC/ECE		Early Childhood Education Certificate (49.5 cr.) **being revised?**
		Early Childhood Education diploma (21 cr.; certificate is an entrance requirement) **being revised?**
		Certificate in Extended Studies in ECE. **See Report on Extended Studies Certificates**
		Certificate in Extended Studies in CYC. **See Report on Extended Studies Certificates**

*Consultation with Tracy Ryder Glass, Dean of Professional Studies, December 11, 2014

AGENDA ITEM # 5.1.

Faculty of Health Sciences

School/Dep.	Not affected	Affected
KPE	Adventure Tourism Training certificate (30 credits) ("not available in 2014/15"	
Health Sciences	Certified Dental Assistant certificate (10-month, 30 credits)	
	Health Care Assistant certificate (27 credits)	
	Practical Nursing Diploma	

Faculty of Science

School/Dep.	Not affected	Affected
CIS	Computer Information System credit (30 cr.)	
	Computer Information System diploma (60+ cr.)	
	CISCO Networking and Network Security certificate (30 cr.) Note: This program is not available in 2014/15.	
	Animation Arts certificate (22 cr.) "This program is under review and not available in 2014/15" (*Calendar*) -- Is being discontinued as a result of CIS program review	
		Professional Computer Proficiency certificate (9-10 cr.) **reclassify as "Associate Cert"**
		Data Analysis Post-degree Certificate **rename "Post-Baccalaureate Diploma"**
Physics	Engineering Physics diploma in Mechatronics	

College of Arts*		
School/Department	**Not affected**	**Affected**
		Extended Studies Certificates in Arts & Fashion Design– **See Background Report on Extended Studies Certificates**
MOLA	Advanced Proficiency – French, Russian, Spanish (18+ cr.)	
		Intermediate proficiency -- French, Halq'eméylem, Japanese, Mandarin, Russian, Spanish (12 cr.) -- **reclassify as "Associate Cert"**
Geography	Geographic Information Systems certificate (31 cr.)	
		Indigenous Maps, Films, Rights, and Land Claims (3 courses, 12 credits) **– reclassify as "Associate Cert"**
Communications		Intro to Journalism (12-13 cr.) -- **reclassify as "Associate Cert"**
		Portfolio Essentials certificate (9 cr.) **reclassify as "Associate Cert"**
		Professional Communication Essentials certificate (9 cr.) **reclassify as "Associate Cert"**
History	Early Modern Studies certificate (17-19 cr.)	
Visual Arts	Indigenous Arts certificate: honouring Our Gifts (18 cr.) **Not available in 2014/15 (Calendar)**	
SCMS	Diaspora Studies certificate (21 cr.)	
		Media Literacy certificate (9 cr.) **reclassify as "Associate Cert"**
CICS	India-Canada Studies certificate (30cr.)	
Arts	Mennonite Studies certificate (19-24 cr.)	
	Stó:lõ Studies certificate (30 cr.)	

	None of the diplomas in the Arts are affected: Criminal Justice, Fashion Design, General Studies, GDD, Liberal Arts, Theatre Arts, Visual Arts	

*Consultation with Alisa Webb, Associate Dean of Students, College of Arts, and David Thomson, chair, College of Arts Certificate Advisory Committee (CACAC), November 18, 2014; also with CACAC, October 29, 2013 and December 2, 2014

Access and Continuing Education

School/Dep.	Not affected	Affected
English as a Second Language	University Foundation certificate	
	Teaching English as a Second Language certificate (32 cr)	
		Teaching English as a Foreign Language (13 cr) (**Note: This program is not available in 2014/15** - *Calendar*) **reclassify as "Associate Cert"**
Adult Basic Education	UUP courses, Adult Dogwood, and GED Secondary School Equivalency Certificate	
Continuing Education	Certificates of 150 hours and more	

APPENDIX A

UNIVERSITY
OF THE FRASER VALLEY

UEC SHORT PROGRAMS SUBCOMMITTEE

TERMS OF REFERENCE

The Short Programs Subcommittee is a subcommittee of the Undergraduate Education Committee.

Mandate

To clarify the institutional expectations and policies/processes in place for short programs, in light of practices and policies at other institutions, and emerging provincial standards. This work will include (but will not be limited to):

1) Definitions and quality assurance standards
    - Review nomenclature, articulate definitions, and categorize different types, of "non-degree" credentials currently offered at UFV.
    - Inventory use of current short programs (number of students who declare or apply for the credential upon graduation over the last x years).
    - Clarify relation to ILOs.
    - Prepare a Policy Request Form for policy 64.

2) Policies/processes by which short programs are reviewed, revised, created, and integrated in our planning process:
    - Review policies 21 (including proposed Appendix C: Expedited Process) and 209 in light of short programs. Suggest revisions if necessary.
    - Examine short programs' relation to Ed Plan and prioritization (e.g., is concept paper, and inclusion in Ed Plan, required for short programs). Suggest revisions to existing process if necessary.
    - Examine short programs' relation to currently-proposed Program Discontinuance process (appendix C of policy 21).
    - Clarify external review & approval required for short programs.
    - Review whether short programs have been reviewed as part of "Academic Program and Unit Review" policy 189 (especially for inter/multidisciplinary programs).

COMPOSITION

Membership
- One UEC member, appointed by UEC
- One APPC member, appointed by APPC
- One Dean or Associate Dean, appointed by the Deans' Caucus
- Chair of the College of Arts Certificate Advisory Committee
- Director of Teaching and Learning
- Registrar (or designate)
- Program Development Coordinator (chair)
- Continuing Education Director

As needed, the committee will consult specific areas (international education, graduate school, continuing studies, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)

APPENDIX B

MEMO

UNIVERSITY
OF THE **FRASER VALLEY**

To: **Amanda Grimson (Undergraduate Education Committee)**

From: **Sylvie Murray**

Date: **June 9, 2014**

Re: **UEC Short Programs Subcommittee, report and request for extension**

Membership and mandate of this committee was revised in October 2013 (see 25 October agenda package, p. 218-219).

Membership for 2013-2014 was: S. Murray (Program Development Coordinator), Heather Compeau (UEC rep), John English (APPC rep), Susan Fisher (Deans rep), David Thomson (Chair of College of Arts Certificate Advisory Committee), Maureen Wideman (Director of Teaching and Learning) and Al Wiseman (Registrar).

The committee has met six times since December 2013. During this time, we have:

- gathered data on existing short programs at UFV (calendar descriptions and usage)
- began drafting a framework, or "credential chart," to clarify main characteristics (e.g., credential name and program length)
- began drafting a set of principles to determine how short programs will be governed (e.g., review and approval process) and be used in relation to degree programs
- gathered data on how other institutions are defining and managing their short programs, including review and approval policies
- consulted with the College of Arts Certificate Advisory Committee, Continuing Education, Continuing Studies—Trades and International Education

The committee has had extensive and productive discussions on how short programs are used in different areas of UFV, but we require additional time to complete our work. We therefore request an extension of our mandate to December 2014.

We would also like to request change to our membership to replace Susan Fisher (who has retired), preferably by the person who will take her position, and to add Liana Thompson (Continuing Education Director) to the committee.

Motion: to extend the mandate of the Short Programs Subcommittee to December 2014; to arrange for the appointment of a Dean to replace Susan Fisher; to add the Continuing Education Director to the committee.

APPENDIX B

MEMO

University of the FRASER VALLEY

To: **Undergraduate Education Committee**

From: **Sylvie Murray (On behalf of the UEC Short Programs Subcommittee)**

Date: **September 18, 2014**

Re: **Credential Chart Draft and Statement of Completion/Attendance**

Part of the subcommittee's mandate is to "review nomenclature, articulate definitions, and categorize different types of 'non-degree' credentials" and assist with revision of the Graduation Awards policy (64) in matters related to short programs.

In keeping with this mandate the subcommittee began developing a "non-degree credential chart" that would provide the institution with:

1. greater clarity about the defining characteristics of different kinds of short programs -- for instance, expected level of study recognized by different levels of credentials and value/meaning of the credential name to stakeholders (e.g., employers and students); and

2. more precise differentiation among short programs.

We used the BCIT chart as a starting point (see http://www.bcit.ca/files/pdf/5401.pdf, p. 3). We consulted the Ontario Qualifications Framework which provides a detailed set of standards, but applies only to colleges, not universities (see http://www.peqab.ca/oqf.pdf). We also researched how other institutions (mostly in BC) define and regulate their short programs. This research reveals a lack of consistency among institutions (see attached).

At this time, we present our first draft of the "Non-Degree Credential Chart" for initial feedback and discussion.

A second part of our work to date has focused on clarifying guidelines about "Statement of completion" and we suggest that it be differentiated from a "Statement of attendance" (the latter is not included in policy 64), as other institutions do. Again, BCIT provides a good model for this; as does Columbia University.

We welcome your comments and questions about these documents. Thank you.

See below:

- Non-Degree Credential Chart (Draft 1)
- Statement of completion and Statement of attendance (Draft 1)
- Short Program Credentials at other institutions (compilation of research results)